

Childhood Education

Building Strength for Living
Developing Trust in
Ourselves and Others

December 1951

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Childhood Education

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with Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

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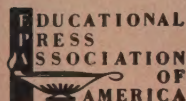
"Dealing With Fear and Tension" is the topic for January. Harold Shane leads off with the editorial "Security in the Inner World of Childhood."

Irving J. Lee writes challengingly on "Being Afraid of Being Afraid."

"Looking at Ourselves in the Classroom" by Alice Cotton Henry develops a positive approach to handling tensions and strains. Maurice R. Ahrens speaks as an administrator on "Helping Teachers With Their Tensions."

Constructive help in the classroom is given in two articles. Miriam Reinhart suggests uses of expressive techniques. Mauree Applegate's article with the intriguing title "Present Pense, Future Perfect" well rewards the reader.

C. Leslie Cushman discusses "The Love of Teaching."



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

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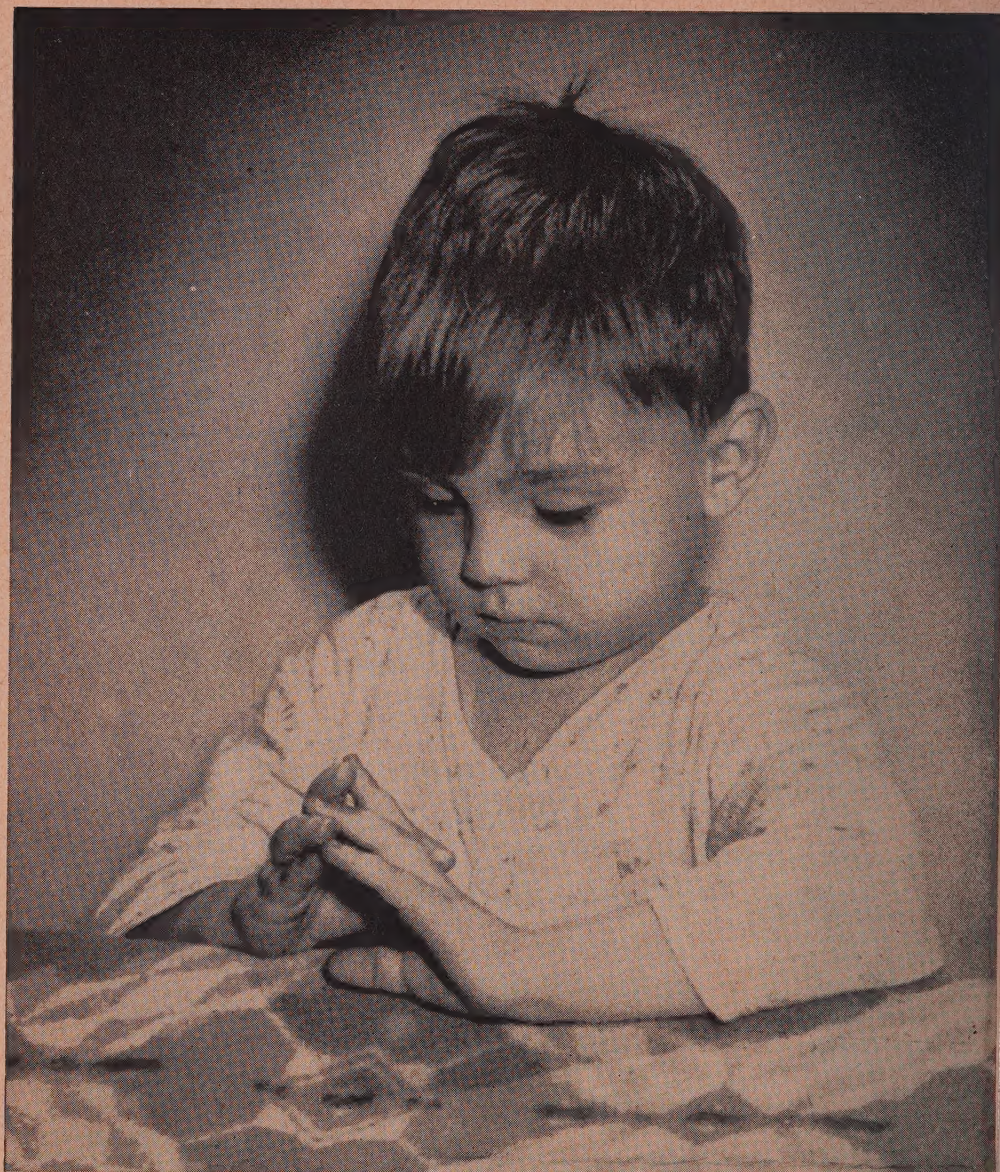
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Courtesy, Margaret Hampel, Stillwater, Oklahoma

Some think
that men must fight
and claw to live their lives
when all they need are little crumbs
of love.

—HARRY O. EISENBERG
New Castle, Delaware

The Necessity of Building Trust

"IT ISN'T HARD TO STAY ON THE ROAD IF YOU KNOW WHERE YOU'RE heading," remarked the philosophical professor. He helped many young people clarify their purposes and develop values which carried them forward in life. Knowing where we are heading in these days of uncertainty is not an easy matter. The future is a nebulous state for many of us. We are frequently forced to make choices in the light of one day, rather than months and years ahead. We are convinced that today well-lived builds strength for a good tomorrow.

In the half century passed our parents established homes to accommodate us and our many friends. There was a firm grounding in community relationships because we were a party to building the kind of community in which we wished to live. We grew up among people of established families. We knew our friends and neighbors well. We understood them and depended upon them as they did upon us.

We and our children are on the move—meeting many people and making frequent adjustments. The mobility of our population has undermined the very essentials of stability which are considered necessary. When people cannot put their roots down deep in home and community they must develop within themselves reserves of confidence which help to ease the strain of frequent change.

Some of the results of instability and uncertainty produce startling headlines—the "fixing" of basketball scores, the dismissal of students who failed to observe the honor system, and the reports on dope addiction are but a few examples of questionable conduct. Newspaper articles have followed with statements that today's youth is well-informed but he fears the future. He is insecure, impatient for money and quick success, possesses a greater fund of information than did his parents at a comparable age, and engages in many activities to escape and cover his anxieties and tensions. He feels the world owes him something and that somebody, somewhere should take care of him.

These are the children we teach. They need our faith in order to develop trust in us and in themselves. We are obligated to provide an environment where friendships may be fostered in surroundings that are pleasant and stimulating. Trust in self grows with the ability to perform well. Good performance gains the respect of one's fellow workers.

Each classroom should be regarded as a laboratory in human relations where teachers are concerned with feelings, attitudes, processes, and means as well as ends. Small groups can function within the larger framework. Children can assume the responsibilities for planning, working, and evaluating together. In no other way can they gain trust in democratic procedures. They must experience democracy

if it is to become a genuine folkway. They must participate actively if they are to believe in it as a better way of life.

There is no substitute for firsthand experience. Cramped, crowded classrooms where teachers depend upon books alone as a means of education can but circumscribe the possibilities of learning. It is out of meager places and experiences that meager people come. To paraphrase Whitman, a child goes forth each day and what he sees, what he hears, what he feels—that he becomes. Children must have the opportunity to express themselves through music and the arts. They must gain the assurance which comes from dealing with number in meaningful situations, from speaking, reading, and writing our native tongue in ways that are useful and reasonable to them.

Too few teachers ponder content and method seriously and blend their thinking into a philosophy of action. Agassiz wrote simply, "Select such subjects that your children cannot walk without seeing them. Teach your children to bring in specimens. Take your text from the brooks and not from the booksellers. You will find the same elements of instruction all about you wherever you are teaching. You can take your children out and lead them up to the same subject in one place as another. This method of teaching children is so natural, so suggestive, so true. That is the charm of teaching from Nature. No one can warp her to suit his own views. She brings us back to absolute truth so often as we wander."

There is value in the kind of reflection which gives us inspiration from past endeavors. The writings of educational frontiersmen of twenty-five years ago reveal one recurring theme—an overwhelming confidence in the potentialities of children. Some of them engaged briefly in retrospection and viewed their early years in school with varying degrees of distaste and regret. It was the Yeomans, Mearns, Coonleys, Mitchells, and Johnsons who aroused a few teachers to learn about children from children themselves. They made the plea for a release of the creative spirit which makes learning a dynamic process. Their early hunches were followed by studies which helped in our understanding of children and guided us in placing subject matter within the concepts of learners of various age levels.

Research in child development on the one hand and geriatrics on the other have impressed us with the urgency of investing wisely in the early years. The period of childhood seems alarmingly short to accomplish the many things which will fortify people for a long and useful life. Fortunate is our neighbor of seventy who says, "The days sometimes seem long but I am never bored. I do not get tired of being alone for I am not yet fully acquainted with myself."

IT IS OUR HOPE AS WE DEVELOP TRUST IN OURSELVES AND OTHERS that eventually the majority of people will feel that life will seem increasingly worthwhile and meaningful as the years go by.—MILDRED MEAD IVINS, *parent, teacher, and wife of a teacher, Downers Grove, Ill.*

CHILDREN'S TRUST IS DEVELOPED

Trust in ourselves and others is a necessary base for maturity. What are some of the ways it can be developed in children? What attitudes and acts on the part of adults contribute or destroy this base? These are the important areas discussed by Lois Barclay Murphy, professor of child psychology, Sarah Lawrence College, Bronxville, New York.

ONE OF THE MOST ABSORBING BOOKS about children in some years is *Love is Not Enough* (reviewed in CHILDHOOD EDUCATION September 1951), by Bruno Bettelheim of the Orthogenic School at the University of Chicago. Step by step he shows how children who are extremely upset and troubled, suspicious of adults and distrustful of themselves, are helped to gain confidence in their own powers and to trust the world around them. His methods could not be transferred to a schoolroom, because they require many more skilled leaders than any ordinary school could provide. The underlying philosophy has much to teach all of us who are interested in ways of helping children to develop more comfortable relationships with people and themselves.

Probably the deepest and most pervasive element in this philosophy is his concern with the meaning of each experience to the particular child who is having that experience. If a child has difficulty in getting out of bed quickly in the morning, no one assumes that he is just being negativistic but an attempt is made to find out what sleep and getting up or getting out of bed mean to him. Is he afraid that the real world into which he will step will be even worse than the frightening world of his dreams at night? Is he afraid that no one will let him do what he wants to do if he steps out of the privacy and security of bed? By asking and answering such questions

as these, Bettelheim arrives at tentative conclusions about the child's feelings and his needs, and this gives a basis for deciding what to do. Perhaps a cookie would reassure him that some good things were awaiting him in the outside world; perhaps he just needs to be let alone, free from pressure, to put his toes into the water, as it were, slowly and gradually find out that his actions can be of his own deciding.

Sincerity and Understanding Are Important

Fortunately teachers do not have to worry about getting the children up in the morning, but they do have children who are afraid to start new games or a new activity, who dare not let themselves go in any spontaneous expression of their own feelings or wants, because they do not trust themselves, the other children, or the teacher. They are afraid someone will laugh, or scold, or stop them once they have made a start. They are afraid they might do something wrong, make a mess of things, or show how ignorant and inferior they imagine themselves to be.

Often they have good reasons for their anxiety. One small boy came home from school each day with worried remarks like this: "The teacher asked me to draw a cow. I did the best I could, but I never saw a cow and she said it wasn't any good." Finally his parents decided to transfer him to another school known

to have teachers of real insight, and after his first day he commented, "This teacher understands children so much better than Mrs. Black did, I want to stay here till I'm seventeen." Understanding can be recognized quickly by children and can, if the child's background is reasonably good, give a basis for trust in a short time.

Understanding is not the same thing as good intentions. Another child, in the hospital for a small operation, was told by a well-meaning nurse each day, "This won't hurt," when she was about to change bandages, a process that did hurt. The child said to his mother, "I don't like that nurse, she's a liar," and turned his affection to another nurse whose approach was no more gentle, but who was sincere and frank. Children are more sensitive to adult insincerity and ways of glossing over realities than grownups whose minds are clouded by the white lies and compromises of adult life. In order to be trusted by a child it is necessary to be genuine—not to tell everything we know or think—but to be accurate and not evasive in what we do or say.

Children resent being tricked, being sent on a pleasant errand to find that the real purpose was something unpleasant; or having something put over on them surreptitiously; being lured or bribed; and they resent being given promises that are not kept. These things make them feel that they cannot count on adult's concern for their welfare.

Being teased, or corrected with sarcastic remarks break down a child's trust, make him feel that the grownup cannot understand and does not care how he feels, or is sadistic and tries to make him feel bad.

A Share in Family Problems

Another aspect of the child's need for a sincere and genuine relationship with

adults is not always easy to remember—the child's need to share in the real problems that are troubling the adult, rather than to be put aside with "Nothing is wrong," or "Everything is all right." Margaret Friws quotes a record of a little boy who felt excluded and became hyper-sensitive and restless during a period when his parents became silent and sad. When they finally decided to tell him that his brother had been killed in the war he burst into tears, but said in a tone of great relief: "Now I know what the trouble is; I'm not the cause. I can cry with you." She also describes another boy of nine who felt more included in the family after being told about their financial problems and the sacrifices involved for everyone including himself. Such experiences of sharing in the basic realities of life in the family or in the school give a child a sense of confidence in his relations with adults because he knows they are trusting him with important problems which they are trying to cope with and from which he is not excluded.

Children Who Mistrust Adults

Children come to school with different degrees and qualities of confidence, trust, and expectation from adults. Children expect grownups to be reasonable, friendly people if, since the day they were born, adults have handled them with consistent regard for their needs as individuals, if they grew into their families with plenty of opportunity for flexible, gradual adjustments with compromises on both sides wherever necessary. But if the child has been forced to eat a rigidly selected diet at a given time, regardless of his appetite or mood; if his early habit-training has been tense and relentless, "You can't go out to play until you've done 'duty,'" and if his explorations of the house and his small

world have been met with more interference than encouragement, he may have a discouraged or defiant distrust of grownups. He may feel that they are one and all against children, you can't expect them to be on your side, or expect any understanding from them, they always let you down or get in your way or keep you from doing what you want to do.

With such children, teachers have to start from the bottom to build a realization that at school things are different—the teacher is interested in what you want to do, she does want you to have a good time learning all the new things you can learn at school, she does understand that the kids are different, some work fast, others slow, and that they like to do different things. Here Bettelheim's principle of making things as consistently pleasant as possible is just as good at any school as it is at his school. A child coming from an unpleasant tense atmosphere can sense the difference and respond to the new opportunities and the new respect for his ideas and feelings and interests. And even if he does not develop a general trust in the world as a whole out of this, he at least makes a start through discovering that there are places where you can rely on grownups to see your point of view and to help you carry out the plans you make.

How and When to Meet Needs

If children are to have trust in the kind of world they live in, their basic needs must be met—needs for warmth and reassurance along with needs for food, activity, and rest. It is not always easy to know in what terms the needs of a given child *can* be met. If a child obviously wants affection and a chance to talk with a friendly grownup, we can respond. We are sometimes misled by the child who wants so much to be independent, whose pride will not let him do

anything that might possibly be considered babyish, or even by the child who acts very busy, but is actually longing for a feeling of contact which he cannot initiate or which he even fends off. Such children need help in building trust in grownups and the world around them even more than the ones who ask for response directly. When the "busy" lonely child, covering up his real feelings of longing, finds that he is left to himself, he is more sure than ever that no one understands and that he cannot really expect anything from the world. When his teacher does see through his fake independence, she has to be very careful to respect it, and to give him the concern and interest which he needs, without doing it in a way that would make him feel that he is being treated like a dependent person. Then he can feel, "she knows I want to be grownup and do things on my own, but that I do need her too."

A Sense of Being Trusted

Trust is also developed through the child's sense of being trusted—trusted to take care of himself as well as to carry out responsibilities for the group. In these days of high mortality through accidents to children of school age, some parents and teachers are tempted to overprotect children. In cities with heavy traffic, children of seven or eight may be taken to school by a parent. One youngster who felt that he had outgrown this protection remarked to his mother, "I want to be safe just as much as you want me to be." Probably hazards around school should be handled in group ways by supervision of crossings or group agreements regarding ways of meeting the problem rather than through protection of individuals which may make them feel that no one has confidence in them. If the group as a

whole faces a problem of danger to the group, they all gain strength and confidence through the sense that they are entrusted with the task of thinking out the answer, and carrying out a plan once it is made.

At the same time, inadequate protection can destroy a child's confidence in adult awareness of his needs. Working mothers are often tempted to let a child from the age of six on "take care of himself" after he gets home from school. The mother leaves a sandwich, the door key under the mat, and rationalizes to herself that it is good for the child to be on his own until she gets back at six or seven o'clock. Of course the exact age at which an individual child is ready for such extreme independence varies and no hard and fast rule can be made. It is safe to say that most children need a grownup in the background, if not actively participating in out-of-school activities, for several years beyond their start in school. Teachers can sometimes help mothers work out the healthy areas of autonomy and initiative as compared with areas where supervision is needed, in order to prevent a feeling that "no one is taking care of me or cares what I do."

Excessive Expectations

Children who have made a good start, who have self-confidence, and good relations with other children and with adults,

sometimes lose trust in themselves as a result of excessive expectations from teachers or parents. When we find able children it is hard sometimes not to rely too much on them. We expect them to perform at peak level on every occasion, to reassure us that we are good teachers, perhaps, and to continue to develop at a rate commensurate with the fine start they have made. Actually no child and no adult can perform at peak level all the time, and no one can develop all the time. We all have plateaus and fallow periods when things are germinating which will not show for sometime. If the child feels that he is expected to produce without any let up, that his teacher has impossible standards for him which he cannot meet, he will lose confidence in both teacher and self and lose along with it the zest and satisfaction in accomplishment which is natural to children. "Take it easy," "give yourself a rest" help such a child see that the teacher understands that he is already doing his best and that no pressure is needed to continue doing it. This kind of understanding reinforces his trust in teacher guidance and in his own work.

Trust then, can be built or broken. While the earliest years set the foundation, trust may be improved or destroyed by the experiences which the child has in the exciting school years with his peers and teachers.

Prayer for Childhood

By KATHERINE BERLE STAINS

We give thanks for childhood mirth
That rings around a grown-up earth,
And pray that as our lives are sung
Our hearts will grow but still be young.

Trust in Their Own Ability

Hughes Mearns, author of "Creative Youth" and "The Creative Adult," is professor emeritus in education of New York University. The editorial for this issue mentions that he is one of the group who "aroused teachers to learn about children from children themselves." These forward-looking educators "made the plea for a release of the creative spirit which makes learning a dynamic process." Mr. Mearns presents his theme here in a new and inspiring article.

AS A PSYCHOLOGIST IN THE MEDICAL Department of the Army I had many months of night and day close relationships with doctors. The older and more experienced men, I noted, had somehow acquired an uncanny ability to secure immediate confidence and to stir into quick action the inner forces that work for well-being. I recognized this as fundamental in creative education, so in off hours I started a casual probing.

To entice these reticent men to talk about their work, one of my questions was, "When does an MD learn to become a doctor?" I treasure the answer of one of the country's most distinguished diagnosticians. He said, "An MD never learns to become a doctor, because, if he is any good at all, he is always learning to become a doctor."

That is a good point to start with. One never learns completely how to build up children's trust in their own varying abilities but the sure way to succeed in this region is to be "always learning." That is why the searcher should never lose his eagerness to push on. However, when we do gather up a small measure of success, we find it nearly impossible to explain the way to others who have not had our faith and our adventurous experience. That is my problem and my dilemma.

Abstract books on the subject, I have

found, are rarely helpful, although I do not mean to disparage them; they have their place. The theme, however, cries out for pictured illustration of the child-artist in the mysterious unfolding of his native gifts: the flower of poetry, for example, that lies perfect in an unpremeditated line "Poetry is like the stars left undiscovered." The shy voice that quietly announces a personal esthetic discovery "I am thinking, thinking as hard as I can: *why have I never noticed the maple trees that bordered the road?*" The quoted illustrations are from Flora Arnstein's *Adventure into Poetry* (Stanford University Press); it brims with the appreciation and the nurturing of children's natural gifts in thinking and feeling.

Books are useful, of course, but the book leading one to sense the art which makes a child conscious of his unique productive power should borrow from the skill of the novelist rather than from that of the scholarly report on measurable investigations, excellent as these reports are for their own purposes. As in the good story book, human beings must seem to meet on the printed page and have human contacts; and they must strike the mind of the reader with individual reality. Dialogue flourishes, characters emerge and remain pictured in memory; the reader surrenders to

feeling instead of to fact. One lives for the moment in the tale that is told.

Such a book, like poetry itself, as Whitman confesses, "leaps ahead, cares mostly for impetus and effect, and for what it plants and invigorates to growth."

A Time For Truthful Self-Expression

To build in the child a trust in his own abilities, I would name as a prime condition that the young learner must have some hours that leave him free to express any thought or feeling no matter how low it sinks in the adult scale of taste. Helen Parkhurst in her book *Exploring the Child's World* (Appleton) gives a picture of just the right relationship of trust and freedom; she permits the most anti-social experiences to be confessed and debated without a drop of prejudice. Elizabeth Vernon Hubbard in *Your Children at School* (John Day) has developed a similar permissive atmosphere for very small children.

Dorothy Baruch is full of helpfulness in all her books but notably so in *Blimps and Such*, published twenty years ago, and, now, alas, out of print. With all its years it is as modern as this morning's newspaper.

Just for the joy of it let me present from that small volume an illustration of the gift of thinking, of rhythmic phrasing, of unbiased esthetic judgment, possessed by very young children. We should know what these abilities are before we essay to build up children's trust in them. Besides, it is a shining example of a truth taught us by a child—that racial discrimination is not natural to us at all but has been put upon us by our elders.

The bit is just one of Dorothy Baruch's "stories," as she calls them, which she took down on her yellow tablet while the little preschool children played around her and talked together. The italics are

my own; they will indicate the way I have read the "story" to hundreds of audiences.

Four-year-old Nancy sees the Negro water-carrier; she stops to wonder about him as he comes toward her. When he looks down kindly at what she has been making in the sandbox she asks,

What makes you black?

(The Negro's face expresses wonderment, too, but he is too wise to answer)

Did your face

Get sunburnt

Very badly

And turn black

That way?

(He nods a quick agreement)

And your body,

All over—

Is it black, too?

(He assents with a slow grave gesture)

And if I take too long a sun-bath

Will I turn black?

(He laughs softly in amused approval. Eagerly and with delight at the prospect Nancy cries out)

Like you!

("Yes, like me," he seems to say as he bows his head before the admiring child)

Twenty years ago such a revelation of the gifted mind of a child was novel and under suspicion of adult tampering, but since that time the guides have grown in faith and in numbers. I can be certain now that thousands of these would match my own ardent enthusiasm for a book recently published, *The Artist in Each of Us* (see page 187 for review of book). This is Florence Cane's story of the work of the Art Studio of the Counseling Center for Gifted Children, New York University. It is limited to self-expression in the graphic arts but the psychological implications will be

profoundly suggestive to workers in their creative fields. It presents a persuasive picture of how young persons as well as mature men and women are made aware of unsuspected native gifts, dormant potentialities that are possessed, really, by all of us. Nearly 200 illustrations, many of them in full color, accompany and illuminate the warm stories which the participants have made in the encouraging environment of the Studio. Harvey Zorbaugh, founder and director of the Center, welcomes the book with a wise and understanding introduction.

Communication on the Child's Level

Thousands of teachers of my acquaintance believe with me that children think about the world and come to worthy conclusions—their own; that they think about themselves, too, and come to worthy conclusions—their own. That is why we put so much emphasis upon opening up communications with children on their own level. It is an essential operation in uncovering unguessed abilities. The treasuring of true feeling is the path into literary and graphic arts.

It is on this level that one finds the boy or girl who makes many mistakes in arithmetic tests but who is also genuinely fascinated by the business of number. Great mathematicians, I have been told, are rarely good computers. Here, too, is the dissatisfied young person who probes into sources because of doubts about the conclusions of his history book; a historian in the making; and add the boy whose interest in collecting varieties of snakes started him on the way to a scientific career. A bad name could be given to each of these interests. Every subject of study, however, would offer similar examples when the teaching situation is receptive to the guarded secret thoughts of childhood.

Those who have found and recorded

the naive art of the young have respected this truthful self-expression, and, therefore, they give it the security and comfort of appreciation. They know that the world is needlessly irritated by the frank expression of individualism, so they arrange that such self-revealings shall have the chance to grow and develop in a favoring and completely controlled environment.

Completely controlled environment, please note. When children are given the opportunity to create ideas, things, and pictures out of their own judgment, out of their own imaginings, a discipline of order is self-imposed and accepted without question. Not only is the group "orderly" in the schoolmaster's meaning of the word, but the members dig in at self-initiated labor far past the hours of prescribed study. When the natural and wholesome demands of the spirit are met, children take on the aspect and the calm of mature workers.

A Sensitive Guide Required

A teacher or a mother seeking undeveloped abilities need set up no impossible standards. After children have found that they can do things, they will take care of the situation themselves, for what they do succeeds. They would soon lose trust in their new-found talent if they were given only tasks beyond their powers to perform or enjoy.

With the right guide approving the good effort and obviously rejoicing in its unique excellence, self-faith begins to take a firm root. The kind of guide we have in mind is sensitive to causes and tender with beginnings. By kindly acceptance of stumbling offerings the teacher proves to doubting charges that they are capable persons and exceptionally worthy.

To speak directly of new-found abilities is often embarrassing to children

and it is seldom necessary. It is the reception by the guide that makes children aware of their unsuspected endowment. An onlooker would hear the low voice of intimates and friends sharing something precious with one another. Then follows, almost in order, the spread of high valuation of the contribution to others of the group, then to parents, and even to an interested outside public. This is definitely the guide's business. Not too long after comes the slow rise in the standard of achievement brought on by this wide-spread acceptance.

The guide's honest interest, his serious approvals, his generous invitation to others to join in and enjoy, all this starts a contagion of spirit that builds up in children a faith in themselves and a growing confidence that higher achievement awaits only their continued effort.

The leaders who have reported their experiences in pictured and moving language have clarified the way for many, but better than books is contact with a person who has been successful himself in this area; and, better than that, is a long observation of such a skillful performer at work with children. So important is the latter requirement that one school, cherished by those who could sense the value of its work, would not permit a new staff member to take charge of a group of children until she had spent a half year there simply as observer. Only in that way, the director believed, could one get the spirit and feel of the place.

Cultivating Inherent Qualities

Special training from reading books (written by those who themselves have done the thing they are writing about), through observation of the classroom work of skilled professionals, plus an on-the-job tussle with trial and error is needed before one comes upon native

gifts. Priceless opportunities for cultivation of these gifts are lost because it is customary to coolly condemn them or pass them by. It will be helpful to list some of them.

There is the gift of courtesy, often concealed in clumsy actions; a gift of reticence when speech might hurt; a gift of withdrawal while the acquisitive are pushing into front place; a gift for dispassionate conclusions in the midst of partisan heat; a gift for the understanding of minorities. There is a gift of the quiet word that calms the anxious heart-beat; a gift of social grace that stoops to make life bearable for the awkward. For us as well as for the young, there is the gift of living together, lost so often in the attachment to worthless personal possessions.

There is also the tortoise gift of the plodder, the fox gift of cunning, the dog gift of faithfulness, the song sparrow gift of cheerfulness, the swan gift of beauty in motion.

Unless nurtured and exercised, the good in us dies early. It is not enough, then, to discern a native gift or even to give it the warming influence of our personal, "Well done!" It must be enticed out again and again; and above everything it must be protected against the annihilating effect of social condemnation. The fair-minded boy may be called coward by his mates; the soft-spoken girl may be accused simply of showing off. So not only must the native excellence be cultivated over a long period of time, but group approvals must be built up to sustain it.

This is the difficult and delicate task that has been absorbing, these many years now, the attention of devoted schoolmen and schoolwomen everywhere; its outcomes have already given us a new hope for public education in America.

EVERYTHING'S UNDER CONTROL

Trusting the Group for Working and Planning

Probably the greatest change in school practices has come in the realm of planning with children. This involves the teacher's trust in the group and helping the group to trust itself. Doris Young, graduate student, Northwestern University, reports in an anecdotal account how such planning and working was accomplished with the ten- and eleven-year-olds in the Glencoe Public Schools where she taught.

"EVERYTHING'S UNDER CONTROL," beamed the ten-year-old as his teacher came into the room. "We really worked while you were gone yesterday, and see, we made the plans for today, too." John's pride in the ability of the group to work alone for a day while the teacher attended a curriculum meeting was repeated in the glowing eyes of each child as the group met that morning. Ten- and eleven-year-olds feel good when "Everything's under control," better, when they know it is their self-control and not "Everything under teacher authority."

Early in the week the teacher had mentioned that she would like to attend this meeting, but there was a substitute shortage. "We could work alone for half a day at least," Tommy suggested. "I believe you could work alone all day," replied the teacher. "How could we plan the program so you could get along by yourselves?"

The children planned to work on reports, to read in the library, to help each other with arithmetic, and asked to work with a counselor for one period, "So we will be with a teacher in the middle of the day." Not only did they finish all the work planned, they also carried out the usual evaluation and planned the work for the following day.

How could this happen? Because this group had worked together for two years and had been given many opportunities to work for short periods without the teacher present in the room. The teacher had trusted them, and they had built trust in each other. Together they had developed a basic trust in the effectiveness of group action.

This kind of trust is built slowly through many classroom experiences. First, small groups meet in the room, then they work alone in another part of the building. The teacher may leave the whole group alone for a few minutes at first. If the atmosphere changes quickly as the teacher leaves, or if the committee work breaks down, the teacher can help by asking the group to analyze what happened. Were the directions clear? Did each person know what to do? At what point did some committee member start "being silly?" Children need to know that even adult committees do not always function effectively, but that an important part of their education is to learn to work effectively with others. By placing emphasis upon the importance of the group process instead of individual behavior the teacher helps the children feel successful because they found the cause, even though the committee itself fell apart. Next period or



Photo by Bonhivert, Glencoe, Illinois

The children made simple weather instruments and housed them in a shelter.

next day the committee will work again with clarified purposes. Children need to feel free to admit, "We aren't getting any place." By identifying the problem, sometimes stating it for them, by urging children to consider many possible solutions, the teacher helps them find success. Effective group work brings a sense of accomplishment to each child.

Balancing a Program Built on Needs

If children really plan their daily and weekly activities with the teacher we need not worry about a balanced program. The teacher sets forth the needs of the community and sees that the part of the total curriculum for which he and the particular group are responsible is carried out. The children set forth their needs and interests. We can trust the group, teacher, and pupils, to find ways to meet both these needs.

One group of nine- and ten-year-olds had been studying weather. As they made plans for the following day Paul remarked, "I've noticed that the barometer is falling and according to the weather map it will go lower tomorrow. You know that John reported that some scientists think people are affected by low pressure. We're apt to feel sort of restless tomorrow, so I think we should plan some quiet things so we won't have to bump into each other very much." The group assented, and it proved wise to delay some construction work. Understanding a possible source of irritation helped the children plan wisely.

"Let's plan a long skating period for the morning, and then work all afternoon."

"Can you do that?" asked the teacher. "I know it takes extra time for skating but the afternoon may be long."

"Yes, if we relax with music here."

So children can plan their days, accomplish much work, and meet their interests.

Planning Activities For Learning

We can also trust children to plan activities for learning. One afternoon the group expressed anxiety as an ominous wind bent the trees below a heavy sky. Is it a tornado? Could this be a hurricane? The teacher gave reassuring information and then raised more questions about weather. The children were keenly interested and ready to launch into a study of weather immediately. Should they begin at once? This problem often puzzles teachers, but the group together will work it out. "We have been interested in explorers," the teacher reminded them. "How can we proceed with this new interest in weather, too?"

The children provided the answers—"We can bring news about the weather. We can find pictures of weather for the bulletin board. You (the teacher) can go to the stockroom and get the books we will need. We can keep watching the weather while we finish our explorers' mural and play." The plans for a more finished production were changed to simple dramatizations to make way for the new interest in weather, but the reports and mural were finished.

Someone suggested the group might have a weather station, and they were eager to make forecasts. They soon realized that recording procedures came first. Many simple experiments with air and water were needed to provide basic understandings. Maps were ordered from the U.S. Weather Bureau. A trip was made to the airport. The children made some simple instruments and housed them in an instrument shelter. Finally predictions were made.

Solving Community Problems

We can depend upon the group to help solve community problems. The children in our community had long enjoyed the "trick or treat" night preceding Halloween. It was a time for collecting candy and cookies from the neighbors. The faculty wondered if the school should discourage this activity. One of the staff who had recently returned from Europe mentioned the need for candy for war orphans. Could this activity be used to help children overseas? The question was taken to the children. How could they share their fun? Would they be willing to?

"We don't really want all the candy," said one ten year old. "We just like the fun of getting it and pretending to scare people." They were ready to bring their treats to school, but one little girl thought that some things could not be sent overseas.

"Find out what we can send. Then we will tell people what to have ready."

Posters and notices informed the community of the plan. Costumed weirdly, the children rang doorbells and threatened dire tricks if there were no treats. Next morning, hard candy, wrapped bars, and gum were brought to school. Later it was packed by a group of children and sent to an orphanage in England.

The boys and girls were thrilled to read the letter of thanks from the children across the sea. There was a deeper trust in the ability of groups to work together for the good of others.

Children build trust in their community and can enjoy feeling that the community trusts them if adults are aware of this need. On a trip to the beach a group of nine- and ten-year-olds became very concerned about a damaged stairway from the ridge to the beach. "Something should be done," they said.

The teacher turned to the children and asked, "Whom should we notify?" After some debate one boy volunteered to write to the village manager. Weeks passed and no action was taken. But the children did not forget the dangerous stairs. Two boys took a picture of it and mailed another letter with an offer to help with the repair. The teacher planned with the park manager to come to talk with the group during the winter. The incident spurred the children with an interest in local government, to find out who was responsible for various community affairs. When spring came the stairs were repaired with the help of some of the boys.

The trust these children had would have been destroyed if the project had not been completed. When children say, "Something should be done," we have a fine opportunity to help them build trust in cooperative work.

Working on All-School Projects

We can trust children of many ages to work creatively together. The teachers wondered how we might share with the parents some of the activities of the year. What kind of program might we have? How could we bring together diverse activities in a program in which all children participated? An all school committee consisting of two teachers and two representatives from each room met to consider the problem. What could each room share? It seemed that most of the songs, dances, and stories which they enjoyed were related to America. "Could we tell the story of America?"

It seemed to be a tremendous project, but one representative said, "We know about the Indians." Another thought their pioneer dances would be good. An eight-year-old brought a good song for an introduction and gave us the title, "Sing of America." There was too much

work for one committee, so four groups worked with four teachers to plan the scenes of a growing pageant. Using their outline a narration committee worked with the librarian-counselor to unify the scenes with simple narration.

"It's the best program ever!" exclaimed one child backstage as the last song echoed over the playground. "And we did it ourselves!"

Cross sectional groups of children can work with teachers to solve difficult problems facing the whole school. Teachers, some parents, and children were disturbed by increasing evidence of lack of courtesy in halls, poor safety habits on the streets and playgrounds, and a few instances of destructiveness of public property. Teachers discussed the problem and then posed the question with the children. The park superintendent came to the school and described the way boys and girls in the past had planted trees and shrubs to improve the grounds. He cited things which disturbed the community such as unsightly short cuts and broken fences. Each group was genuinely concerned. The children listed improvements which they felt were needed. The list was almost identical to that of the teachers. Then they discussed what could be done.

"We talk about the same things each year, but we always need more reminding. It's time we got busy," said one eleven-year-old. The suggestions included making posters, an all school committee to work on the problem, a committee to show people how to ride and park bicycles correctly, and a patrol modeled after that of another school. Of first importance was the formation of an all school committee to consider the suggestions. After a heated discussion the intermediates conceded that even kindergarteners should have representatives on the committee.

Sixteen children met to work on the problems each group presented—bicycles, halls, courtesy, playground care, and equipment. After listing these mutual problems the representatives presented suggestions from their respective rooms. It appeared that as a large group they needed to agree upon some basic behavior patterns, to make specific plans for bicycle safety, and to provide some means of assurance that the decisions of the group would be carried out.

Each room was asked to prepare a statement of the positive qualities and behavior of a good school citizen. This was a difficult task, but each representative came to the next meeting with his list. Who could give help? The superintendent of schools, the principal, a room mother, and a policeman met at various times with the committee. Three children took the various suggestions and compiled a thoughtful statement of the responsibilities of citizenship.

A second committee was formed to work out the plan of organization of a school patrol. They made a map of the grounds and pointed out places where patrol members should be. They wrote to the Safety Council for material. The representatives came with suggestions from each room for the problems of selection of patrol members.

One teacher pointed out to her group that the children were really writing a constitution and led the children in a study of the making of the U. S. Constitution. This group discussed what kind of school they wanted and then wrote a preamble which was accepted by all.

After several weeks the school constitution with its preamble, its list of citizenship responsibilities, its plan for a permanent student council, and its patrol organization was presented to each room for approval. There was discussion and compromise. One group had to compromise on snowball areas, another came to see the need for more primary unit play space. As the final copy was posted in one room Tommy remarked, "It's like being Thomas Jefferson!"

As the patrol began its work there were many problems to be solved. Changes had to be made in procedure. Through this work children built faith in their ability to solve problems. They gained a new appreciation of the ability of children of all ages to work together on common problems. The process was slow, and it was sometimes very difficult, but they came to appreciate the value of working for a consensus instead of merely accepting the vote of the majority.

Children slowly become conscious of the *group* as something more than a collection of boys and girls in a classroom. Democratic action is based upon the idea that two heads are better than one. If teachers show children that they really feel that twenty-five or thirty heads *plus* teacher's are better than the teacher's alone, children will gain confidence in the value of group action. To the extent that we provide many successful experiences which build children's trust in the efficacy of group action do we move toward our democratic ideals.

THE ONLY WAY IN WHICH ONE HUMAN BEING CAN PROPERLY attempt to influence another is encouraging him to think for himself instead of endeavoring to instill ready made opinions into his head.

—SIR LESLIE STEPHEN.

Ways of Building Trust in Human Decency

... Seeing How Science Contributes to Human Welfare

... Learning To Serve

... Recognizing Problems Through Fiction

Courtesy, Chicago Public Schools



... Seeing How Science Contributes to Human Welfare

If children are to have trust in human decency they must see science and its applications as a responsibility. First comes understanding built on direct experience and then appreciation of the uses in which science affects our daily life. The important concomitant in using the scientific method to find out is pointed out by Paul E. Blackwood, specialist in elementary science, U. S. Office of Education.

ALL AROUND US ARE EVIDENCES THAT science contributes to the welfare of human beings. Through ever increasing knowledge of weather, for example, it is possible, in certain regions, to predict when and in what general areas forest fires are likely to occur. Food supplies do not have extreme seasonal fluctuations in variety and quality because of applications of science to growing, preserving, and transporting foods. The products of science and modern technology are innumerable—synthetic, medical compounds; plastics of all shapes, sizes, and colors; radio, television, and other communication devices; fast flying jet planes; powerful telescopes; new and better hybrid forms of plants and animals; and, yes, atomic energy with its many peacetime uses.

This quick glimpse of a limited number of the products of men of science illustrates that science does influence human lives. This influence can be positive and beneficial, or it can be negative and harmful.

Children in the elementary school should have experiences which help them appreciate the relationships between

science and human welfare. At the same time they should be given opportunities to develop a real understanding that the applications of science are directed by people and that the value of the applications depends on them. In other words, they should come to know that science is good or bad depending on how people use it, not upon a mystical something within science. With this knowledge our children, soon to be adults, are more nearly prepared to work consciously and intelligently for the positive and beneficial applications of science.

There are many opportunities for children to develop these understandings through science experiences in elementary school. But first let us recognize that a study of science has numerous other potential values for children: It may be the source of new and lasting interests in the natural world; it may lead to hobby and leisure time activities; it may provide opportunities for children to find new ways of contributing to the class; it may encourage some to read better because of their interest in obtaining certain specialized information. These several possible outcomes contribute directly to the welfare of children. The primary purpose here, however, is to consider ways in which children can be helped to build an appreciation of the contributions of science to human welfare in general.

Both the concept of human welfare and the meaning of science are somewhat abstract. Children can come to understand these concepts only through experiences which have personalized

meanings for them. Thus, the most direct way to help children build an understanding that science contributes to human welfare is to provide them with experiences through which they see that science is useful and of value to themselves and those near them. From this basic understanding it is possible to build the broader appreciation of the value of science to mankind.

Direct Experiences Build Understandings

The illustrations which follow describe typical science experiences of children. From just such experiences as these will grow the understandings of which we are speaking.

A first grade was studying "work" and "play." The group talked about mother's work, father's work, and Dick's work. This led to a discussion of tools that help us work. The children brought in hand tools such as hammers, screw drivers, egg beaters, scissors, jars, and the like. Each tool was studied to help answer the questions "What machines make mother's work easier?" and "What machines make father's work easier?"

A sudden change in weather brought a heavy snow. With the snowfall, the second grade became interested in machines that move snow, and children heard and told stories of snow plows—how they kept the highways open and how train engines pushed plows through the canyons. Later the group studied machines that dig ditches like irrigation ditches, ditches for pipe lines, and basements for big buildings. This second grade certainly had learned how machines were useful to mankind.

A fifth grade was studying soil and seeds. Edward stated that some garden seeds which he planted last year did not grow well. This spring he noticed a neighbor putting lime on his garden.

Edward wondered whether the seeds he planted would grow better if he put lime on his own garden. He also wondered why the neighbor used lime. The children suggested that Edward bring a sample of his garden soil to school. They had been testing for acid with litmus paper. They tested the garden soil with litmus paper and it showed acid content. They put some of the soil in a box and planted seeds in it. They put another portion of the soil in another box, put lime on it and kept it moist for several days. Then they planted seeds in the lime-treated soil. The seeds in the lime-treated soil grew better than the seeds in the original soil. Edward and several others visited an agricultural experiment station where they were shown several plant experiments. From this visit they learned how scientists discovered in a systematic way the requirements for good plant growth. They also learned something about the increased yield which could be expected if newer farming methods were more widely applied in their community.

The weather report one day in a peach growing community was for possible frost that night. The peach blossoms were in danger. Everyone around the Hillcrest School was talking about the danger. In Miss Martins' fourth grade the children were making a survey: How many of our parents have peach orchards? How many parents will probably use smudge-pots tonight? A count showed that the parents of twenty-one children owned peach trees. They would report next day on the number of smudge-pots used.

It did frost that night. Thanks to the warning from the Weather Bureau very few peaches were frosted. Jimmie reported that his father was not yet certain of the damage to the peaches higher on the hill where he had not used smudge-

pots. Mary observed that it was lucky for the peach growers that the "weather man" knew how to predict weather. And Ray said his dad didn't have any peach trees but it was lucky for them, too, because they liked peaches to eat.

The curriculum for the fourth grade called for a study of weather sometime during the year. This seemed an ideal time to begin. During the discussion period Miss Martins suggested that they outline some of the questions which they thought important to study about the weather. The recent frost and the helpfulness of the advance weather reports to peach growers naturally influenced the children's questions. As they agreed upon the questions to study, Miss Martins wrote them on the blackboard. (1) What causes frost? (2) What causes rain? (3) What causes snow? (4) What causes wind? (5) How do weather reports help us? (6) How do weather reports help other people? Farmers? City people? Carpenters? Fishermen? Cowboys and ranchers? Airplane pilots?

By the time Miss Martins' fourth grade studied even these few questions and engaged in activities to help find the answers, their knowledge and appreciation of the importance of weather knowledge to human welfare was much enhanced.

Science All Around Us

The fourth grade in a school of a small city was talking about the importance of science in their lives. They decided to think about it for two days and then for each person to report to the class several of the ways that science helped them. Almost everyone in the class made lists of ideas to report. Most of the children read their lists and commented on each item. Several children made drawings to report their findings. One boy made a series of cartoons show-

ing himself "with" and "without" certain developments of modern science. For example, he showed himself hunched over a book reading by candlelight, and again reading comfortably with an incandescent lamp. Next he showed himself hurrying along a dusty road delivering an urgent message. The companion cartoon showed him sitting in his father's big office chair with his feet up on his father's desk delivering the message by telephone!

A group of four children acted out a little play in which they tried to portray many of the conveniences, even necessities of life, which depended on science. Their play simply showed the activities of a typical small family getting up in the morning, preparing for the day, having breakfast and getting away to school and to work. The children who watched the play were supposed to identify the contributions of science as reflected in the activities of the actors. The relationships of science to human welfare which the children identified in this brief skit were innumerable. Here is part of their list:

- electricity: runs electric alarm clock; lights the house; cooks breakfast on electric stove; runs the radio for the morning news; helps at the broadcasting station from which the news came.
- the water supply: water came from a well-planned water system; "pure" water came from the tap.
- washed their teeth with ammoniated tooth powder.
- drank pasteurized milk for breakfast; had frozen fruit juice from the deep freeze; ate enriched bread.
- telephoned a neighbor to offer a ride to school.
- listened to the weather report on the radio.
- someone wished they had a television set.
- heard an airplane flying over the house. talked about and wore nylon clothing.

The ultimate value of this type of activity toward building a deep understand-

ing of the place of science in human affairs could be questioned. However it does serve to review and summarize the appreciations which some children already have and may actually help others develop new understandings.

The Method of Science Is Important

The method by which children solve their problems and answer their questions is important. They should be given many opportunities to use methods which have become acceptable to scientists as ways of finding out, of testing knowledge. In other words, children should have opportunities to use the scientific method in solving their problems. This may take different forms, just as it does with scientists, but it will include experiences in clarifying and defining their questions, thinking of possible answers (hypotheses) to be tested, gathering information in a variety of ways to help check on the correctness or incorrectness of the proposed answers, repeating the processes or exploring further when the information obtained is not consistent or does not solve the problem. Children should learn to draw conclusions only tentatively when they do not have com-

plete or accurate information. The answers obtained through carefully planned methods can be depended upon more than answers obtained through guesswork, magic, and superstition. It is this attitude which children must develop through successful experiences in solving problems for themselves. In this way they can come to appreciate the contributions of the method of science to human welfare. The method of science is perhaps more important than any single item of knowledge or information which scientists have contributed. By understanding the characteristics of the method, children can recognize its use in the hands of fellow men and scientists. They can put their confidence in the results when the scientific method is employed, and can be intelligently critical of knowledge arrived at carelessly.

Thus, through providing experiences for children which give them direct evidence that science is beneficial to them and through providing opportunities for children to use the method of science, the school is providing the groundwork upon which children will come to understand the contributions of science to human welfare.

... Learning To Serve

By MARGARET MARSHALL

Sharing volunteer work can be a habit and an attitude which can begin even in kindergarten activities. Margaret Marshall, elementary consultant, Indianapolis Public Schools, tells of interesting activities which she has known were carried on with children in the elementary school from kindergarten through the sixth grade.

WANTED . . . VOLUNTEERS . . . to be trained in Civilian Defense; for Red Cross activities; for USO; for leadership in youth organizations; for church work.

How many times we have heard such appeals for help and how many times the calls have been answered by people

ready spending their free time in volunteer activities, while others, who have time to spare, ignore the appeal! What can we the teachers do to help children find joy in serving others, with no thought of compensation? How can we help them experience the personal satisfaction of helping where needed, so that the burden of volunteer help may be more evenly shared? We realize that the initial responsibility for inculcating a desire for service to others lies in the home, but the schools are in a unique position to foster and advance this desire.

Daily living in the classroom should build a realization that living happily with others involves self-control, sharing, helping, and appreciating the contributions of others. Children should be helped to see that many opinions, many personalities, and many talents make up the group; that in any group no one person is more important than any other. Each has his contribution to make in his own manner and members of the group must learn to recognize and appreciate the contribution for what it is.

Contributions to the common good can be encouraged by helping children to assume room and building duties. Children should realize that each individual contribution is important, from the kindergarten child who passes the napkins for the mid-morning lunch to the junior high traffic officer who stands at his post in all kinds of weather. These earlier experiences of living together harmoniously in school help children gain a basic understanding of the wider obligations inherent in community living.

A study of community workers broadens this realization. In most schools, progress is made in this area by having workers come to the classroom or by having the children watch them at work. Workers of the sanitation department, such as street cleaners and garbage col-

lectors, as well as workers in the professions, such as doctors, dentists, nurses can demonstrate to the children that the daily job people do is important. Unless the workers respect that job, they will be unable to give their best and derive a satisfaction from a job well done, over and above the monetary rewards.

Service Clubs for School Living

In many schools, children are given an opportunity to form "Service Clubs." Usually membership is limited to the children in the upper grades who wish to assume service duties about the school building. Scholastic ability, or lack of it, does not bar a child from serving. These children act as telephone clerks; assist the office clerk; help teachers of younger children before, after, and during school; assume responsibility for the school milk lunch program; relieve teachers from classroom duties so that they may have a much needed period of relaxation; or act as host or hostess to visitors. In one school, these children are given a certificate "For Community Service" at the end of the school year.

Without benefit of such organizations, some classes have found similar ways of being of service to the school and the community. After a paper sale on a windy day the children in Fran's room always clean up the vicinity of the school building. The children in Dan's room have assumed the responsibility of seeing that the sidewalks are cleared of safety hazards for the little ones.

Junior Red Cross and Hospitals Offer Opportunities

The Junior Red Cross, with its many activities, provides opportunities to help. The children in Marie's fourth grade are gathering materials for kits to be sent to children overseas. The children in the sixth grade are busy designing

and making tray favors to be used in a near-by military hospital. Throughout the building, the children are bringing in pennies, nickles, dimes, or quarters for membership. Since these coins should represent a sacrifice on the part of the giver, Kenny brings in two pennies earned by running an errand for a neighbor; George contributes a nickel intended for a candy bar; and Helen drops a quarter in the box. She visited a neighbor who had a television set and saved the price of a ticket to the movies!

Hospitals provide many opportunities for service. The children in Mabelle's third primary room take over the decorations for the nursery in the Children's Hospital for the Christmas holidays. A father donates the tree which is decorated with colorful class-made trimmings. Discarded candles are melted, made into different shapes and surrounded with evergreens for the window sills. The kindergarten children make red and green chains to festoon the walls. The first primary children make peep shows of scenery from used Christmas cards in shoe boxes attractively covered with Christmas wrapping while the fourth graders make apple and marshmallow Santas to be put on the trays.

The children in Naomi's second primary room enjoyed collecting colored pictures from magazines. After the pictures had been discussed and exhibited by the children, they were usually discarded until Jim's mother, who did volunteer work in the Children's Hospital, suggested that the pictures could be put into scrapbooks for the sick children to enjoy. The teacher and a committee from the room checked with hospital authorities on desirable types of pictures and scrapbooks. The committee found that not all pictures were acceptable. Pictures of food were especially taboo. After a month of collecting, choosing,

arranging, and pasting, another committee took the finished scrapbooks to the hospital. What a thrill it was for the children to hear that Melva, one of the class members in the hospital, had used the books to pass away the time!

A Quilt, Jelly, and Cookies To Share

The fourth graders in Marian's room were studying about the pioneers in Indiana who had worked for a better world for the next generation. By coincidence a daily newspaper was running a series of patterns for quilt squares portraying incidents in the history of our state. The children decided to use the patterns and make the quilt. The girls embroidered the squares while the custodian helped the boys to make the quilting frame. When the squares were put together both the boys and the girls did the quilting, with the girls pushing the threaded needles down from the top and the boys pulling them through and returning them. Such teamwork! There was no use for the quilt in the classroom so the children decided to give it to the Children's Hospital after the finished product had been admired by parents and friends.

Jean's mother still tells of the wonderful experience which Jean and her fifth-grade classmates had when they visited the Home for the Aged to present a choral program for the older people. Jean, and many of her friends, had not come into contact with the truly aged before and so were given a lesson in life as well as one in giving service.

A bumper crop of apples, a kitchen in the school available to younger children, and a group of fourth-graders anxious to be initiated into the art of jelly making, combined to make an edible gift to the Home for the Aged. Mothers contributed sugar, children brought in floral cheese glasses and the

The Association for Childhood Education International

1952 Study Conference

April 14-18—Philadelphia, Pennsylvania

Theme: "GUIDING CHILDREN IN FREEDOM AND RESPONSIBILITY"

You are invited to come to Philadelphia and meet with others who share your concern for the education and welfare of children. It is believed that the program being developed from the suggestions of members and those who attended the 1951 conference will provide experiences that will help us all to find better ways of guiding children in freedom and responsibility. Nonmembers as well as members are invited.

SPECIAL FEATURES OF THE CONFERENCE

Study and Work Groups: For identifying problems and seeking ways of solving them. A list of study and work groups will be mailed with your registration receipt. To insure attendance in the group of your first, second or third choice, please return the form promptly. Membership in each group is limited. Study and work groups and school visiting will be open only to those who have registered for the complete conference.

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Interest Groups: For working with others in the area of your special interest, such as: nursery, kindergarten, primary, intermediate and teacher education.

Lectures: For information and inspiration.

Branch Alcove: For reviewing ACE branch materials.

Workrooms: For experiences in arts and crafts.

Consultation Hours: For considering current issues affecting children.

Functional Display: For becoming acquainted with recommended materials.

Document Alcove: For browsing among current publications.

Games and Songs: For fun and fellowship.

Excursions: For reviewing history; for enjoying art and industry. With your registration receipt you will receive full information about the many interesting places that may be visited in or near Philadelphia. There are full-day excursions that may be made either before or after the conference. There are short excursions that can be enjoyed in between sessions. These excursions can form an important part of the learning experiences of this conference.

* * * * *

Note: To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before April 12, or at least twenty-four hours before the general session at which they will be presented—Thursday afternoon, April 17.

{ This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the conference are asked to use the forms on page two. **}**

REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C.

Miss

Mr.

Mrs.

(Surname first)

Street City and State

Name of public school system, private school or institution with which you are connected:

Check only ONE item—professional status:

- | | | |
|--|--|--|
| <input type="checkbox"/> College or Univ. Faculty Member | <input type="checkbox"/> Nursery Teacher | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Community Worker | <input type="checkbox"/> Parent | <input type="checkbox"/> Supervisor |
| <input type="checkbox"/> Intermediate Teacher | <input type="checkbox"/> Primary Teacher | <input type="checkbox"/> Undergraduate Student |
| <input type="checkbox"/> Kindergarten Teacher | <input type="checkbox"/> Principal | <input type="checkbox"/> (Other) |

Check only ONE item—membership status:

- | | | |
|---|--|---|
| <input type="checkbox"/> ACEI Life Member | <input type="checkbox"/> ACE Branch Member | <input type="checkbox"/> ACE Branch Delegate, please give name of branch: |
| <input type="checkbox"/> International Member | <input type="checkbox"/> Nonmember | |

Registration prior to March 25, 1952:

Registration fee \$10 ☐

Undergraduate Student \$4 ☐

Enclosed is my registration fee for the 1952 ACEI Conference in Philadelphia \$.....

REQUEST FOR HOTEL ACCOMMODATIONS

Mail to: Mrs. H. D. Shepperd, Convention & Visitors' Bureau, 17th & Sansom Sts., Philadelphia 3, Pa.

Miss

Mr.

Mrs.

(Please print)

Street City and State

Type of accommodations (with or without
bath, double bed, twin beds or dormitory)

Number to be
accommodated

Names of additional persons (please print):

Hotel preferred: (Please refer to hotels and rates on opposite page)

1st choice 3rd choice

2nd choice 4th choice

Date of arrival Hour Date of departure

LACE

Headquarters, Convention Hall.

General sessions, study groups and other features in Convention Hall.

REGISTRATION

Early registration by mail reserves for you a place in the study or work group and school visiting group of your choice. Use the form on the opposite page and enclose your check or money order.

Pre-conference registration by mail, January 1-March 25: \$10.00

Undergraduate Student: \$ 4.00

Late registration in Philadelphia, April 14-16 : \$11.00

Undergraduate Student: \$ 4.50

When your registration form and check are received at Washington headquarters, receipt, a list of study and work groups, a list of schools to be visited, and information on excursions will be sent to you.

You will check your first, second and third choices of study or work groups and of schools to be visited and return the lists to Washington headquarters. You will make your own personal plans for excursions based upon the information given you on the excursion sheet.

In Philadelphia you will present your receipt at the conference registration desk, Convention Hall, and receive:

Official badge—admits you to Convention Hall.

Study or work group ticket

School visiting ticket.

Official program

Conference report will be mailed to you before May 20.

Late registrants: Those who wait to register in Philadelphia pay more and cannot be assured of enrollment in groups of their choice.

Special note: No provision is made for registration for less than the total time of the conference, since the events planned for the five days are closely related.

Refunds: Those registering but unable to attend the conference may receive a refund of \$9 (to undergraduate students, \$3.50) by sending the *Official Receipt* to headquarters in Washington before June 1. Refunds cannot be made after the close of the Association's fiscal year.

HOUSING

Hotels and rates are listed below. Use the form on the opposite page. The number of single rooms is limited. Where possible it is requested that rooms be occupied by two or more persons. Conference headquarters will be at Convention Hall. No hotels are within walking distance of Convention Hall, but there is convenient public transportation.

<i>Hotels</i>	<i>Single Rooms</i>	<i>Double Rooms</i>	<i>Hotels, Cont.</i>	<i>Single Rooms</i>	<i>Double Rooms</i>
Adelphia	\$4.50 to 5.00	\$8.00 to 11.50	Penn. Sheraton	\$4.50 to 7.50	\$7.50 to 10.50
Barclay		8.00 to 14.00	Ritz-Carlton	6.00 to 9.00	9.00 to 12.00
Bellevue-Stratford	5.00 to 7.50	7.00 to 14.00	Robert Morris	4.50 to 5.00	7.00 to 8.00
Benjamin Franklin	6.50 to 7.00	9.50 to 11.00	St. James		6.00 to 8.00
Essex	5.00	9.00 to 10.00	Sylvania		8.00 to 10.00
John Bartram	4.00 to 6.50	8.00 to 10.00	Warwick		9.00 to 11.00
Normandie	3.00	4.50 to 7.00			

Student groups wishing hotel dormitory accommodations should write for special information to: Mrs. H. D. Shepperd, Convention & Visitors' Bureau, 17th & Sansom Streets, Philadelphia 3, Pennsylvania.

TENTATIVE SCHEDULE—1952 ACEI STUDY CONFERENCE

April 14-18 ★ Philadelphia, Pennsylvania ★ Headquarters: Convention Hall
Conference Theme: "Guiding Children in Freedom and Responsibility"

MONDAY, APR. 14	TUESDAY, APR. 15	WEDNESDAY, APR. 16	THURSDAY, APR. 17	FRIDAY, APR. 18	SATURDAY, APR. 19
8:30 Registration Exploration Area Open 11:00 to 12:30 General Session "Orientation"	9:00 to 2:30 Planned School Visiting Observation Discussion 9:00 to 12:00 Editorial Board of CHILDHOOD EDUCATION	9:00 to 10:00 General Session 10:30 to 12:30 Study and Work Groups	9:00 to 10:00 General Session 10:30 to 12:30 Study and Work Groups	9:00 to 10:00 General Session 10:30 to 12:30 Study and Work Groups	Excursions Meeting of National Council for Elementary Science
Exploration Area Open Excursions 2:00 to 5:00 ACE Branches at Work	Exploration Area Open Excursions Consultation Hours 2:00 to 4:30 Planning Sessions for Workers in Study and Work Groups	2:30 to 4:30 Interest Groups: Nursery Kindergarten Primary Intermediate Teacher Education	2:30 to 4:00 General Session "Your ACEI at Work" 4:30 to 5:30 Consultation Hours	2:00 to 4:00 General Session	
8:00 General Session 9:30 Acquaintance Hour	8:00 General Session	8:00 General Session	8:00 General Session		



boys became expert peelers. What a feeling of pride the girls and boys experienced as they packed the thirty-five glasses of clear apple jelly into attractively decorated shoe boxes to be carried by a committee to their aged friends! And when the old folks had admired and accepted their gift, all the committee felt as Anne who sighed, "I feel good all over."

Martha came into the first primary room one morning with a worried look. "The man on the radio says that the cookie jar is empty," was the news she shared with her group. The cookie jar referred to was at the USO and the children were immediately concerned. The enlisted men should have cookies and since they had made cookies for their party couldn't the children use the same recipe to fill the cookie jar? They could and did, exercising more than the usual care in the mixing, dropping, and baking.

Agnes and Peter shared their problem with fellow kindergarteners when they

heard of the toys being collected for the children of Europe. When each child had brought one of his Christmas toys for the collection, they dramatized the trip the toy would take and how the unknown child would receive it.

Yes, we believe that teachers can do much to help children find joy in serving others. These are but a few of the many ways in which it is being done while the children learn to plan and work with others; to gather materials; to follow directions; to assume responsibility, and to accept the contributions of each child in the group. The children have also widened their sense of personal responsibility, going beyond themselves and their family. We hope that they are developing an ever-growing sense of responsibility not only for those in their group but for their neighbors and for their community. We hope that, in time, they will realize that they are not in the world to gain benefits for themselves but that they are here to do their small bit to build a better world.

... Recognizing Problems Through Fiction

By VIRGINIA BRYSON BLAIR

Wanted—ways to help children recognize their problems as common to many and to help them see that others must work through to solutions. One important solution to this problem is by using readable books which tell a realistic story without moralizing. The importance of this development in books, and sources of listings of books in human relations are given by Virginia Bryson Blair, Denton, Texas, who has worked in library science and is a housewife and mother of two daughters.

OVER THIS MORNING'S CUP OF COFFEE I have been reading a diatribe on the loose morals of today. It occurs to me to wish that this particular columnist had some idea about the concerted effort the schools and the publishers of fiction for young people are making to build wholesome attitudes and decent characters. The emphasis on character development and social attitude is interwoven through all of our school curriculum.

Besides this an effort is being made through recreational reading which is recommended to bring children face-to-face with their own problems and show them best how to solve them.

Within the past ten years a stimulating brand of realistic fiction has been written for children from the lower elementary grades through high school. Problems of personality development and sociological aspect have been considered. Real characters are depicted who share our children's problems and solve them to the best of their ability without overt adult interference. The paths of independence and integrity are pointed out without the ever-present moralizing of the nineteenth century or cloying sentimentality of ten and twenty years ago.

Fiction for today's children seems the result of a careful analysis of the child's needs, his problems, his place in the world about him. The publishing companies themselves retain authorities in the field of children's literature. Here are eliminated materials of too controversial a nature or elements of poor taste.

Schools, libraries, and other organizations scan fiction for children as it is released to see if it meets a high standard. Books must be well-written, must portray wholesome attitudes we desire for our children, and must pass tests of attractive binding and format before these groups will recommend purchase.

It may be that there are as many inferior books as in the past, but so many agencies analyze books and make careful recommendations that it is not difficult to determine the book's worth. An exceedingly critical analysis of current books for children and young people is to be found in *The Monthly Service Bulletin* put out by the University of Chicago Materials Center. • *The Horn Book*, the *Library Journal*, A.L.A.'s

Booklist and *CHILDHOOD EDUCATION* evaluate books in every issue. Children's librarians as well as teachers have access to these evaluative publications and are happy to recommend books to meet individual problems. The Junior Literary Guild, drawing from the resources of many publishing companies, has brought to schools and libraries books of high caliber and popularity.

The final and most searching test the author of today's fiction for children must face is whether or not his book is read by the children themselves and recommended to their friends. Librarians and teachers will bear witness to how frequently read are these books of realistic fiction.

What Books Can Do For Children

Almost all of this fiction has definite social aims. Many books show the child or young person as he is and show that he has certain problems of development to face. The problems are shown as neither exceptional to him nor shameful in themselves. Problems imposed by our culture, such as resentment of adult authority, and difficulty in adjusting to one's own sex role, are presented in matter-of-fact manner with no moral issue involved. We see ordinary children facing such problems and solving them in their own manner. The child reading such books gains two benefits. The emotional tension his problem has created is released in varying degree; and he gains in acceptable attitudes and in the knowledge of how to approach his problems. He develops a tolerance toward those unlike him, and he sees himself mirrored in those very like himself and views himself with a more objective eye.

Books for Pre-Adolescents

So many fine books come to mind when one thinks of suggesting a few

which should help the child confront his own problems and build his trust in human decency. In *The New Boy* by Mary Urmston, Jack faces all the difficulties of starting late in a new school, and one boyish escapade leads to another. Family relations as well as those in school are realistically and sympathetically described. In this book, more than in most, there seems to be a true picture of the child's feeling toward school authority. Teacher and principal are presented as competent and impartial. Margery Bianco in *Forward Commandos* shows gang life at its best and the hostility so often felt toward even the most permissive adults is indicated. *Bicycle Commandos* by Wendall Farmer and *Knuckles Down* by Fran Martin should be enjoyed by the pre-adolescent boy. Marie McSwigan has brought out the feeling of rejection so often felt in children in *Hi, Barney!* Any of these four books should help the young boy to abreact his pent-up emotions and develop a wholesome attitude toward his problems of socialization.

Becky and Tatters by Eleanor Thomas, *Lottie's Valentine* by Katherine Wigmore Eyre, and *Texas Tomboy* by Lois Lenski, are stories about girls who are as different as possible from one another. They are well-written, absorbing books, each containing valuable lessons, which make their point in skillful unobtrusive fashion.

Fine social relations and democracy are emphasized in children's books. *The Hundred Dresses* by Eleanor Estes is a flaming denunciation of the snobbery which results from class structure. Hundreds of books on the shelves of our libraries plead for racial tolerance, for the breaking down of class barriers, for friendship and tolerance. Plump, gregarious Judy Marshall in *A Sundae with Judy* by Frieda Friedman is an ambas-

sador of good will and unbiased democracy every young girl could understand and desire to emulate. Yet Judy has her faults, her troubles, and makes mistakes like any real person.

Lois Lenski and Doris Gates have each written books presenting the case of the minority groups. It is interesting to note that many children, like their parents, are made uncomfortable by reading of those less fortunate and prefer to dodge the issue by not reading about them.

Where To Find Listings of Books

A perusal of any of the annotated classified reading lists prepared for children and young people shows the variety of social purposes available in today's fiction.

Clara J. Kircher in *Character Formation Through Books* has given us a concise introduction to bibliotherapy along with a usable list of books indicating the problems with which they deal. The library of 263 painstakingly indexed and annotated books was chosen from some 2000 books with character-building agents in mind. Besides being graded in five groups from primary through high school, a keyed character index indicates such gains to be made through reading the book as: appreciation of others, contentment, cooperation, discipline, humility, justice, as examples.

Hilda Taba has compiled a graded list of books for *Reading Ladders for Human Relations* with a lucid presentation of those human relations we must encourage children to develop. She emphasizes the use of books "as a means of developing appreciation of common needs and values and as a means of sensitizing young people to differences of opportunity, cultural values, and expectations." Books are carefully annotated with a slant toward the reading objective desired. Here also is included

information on the technique of introducing and discussing the books in each group.

It is not enough for our writers to present children with these very readable books which, without moralizing, bring them face-to-face with their own problems and many of the problems of the world about them. We have not done enough when we have encouraged the children to read the books. The true value and worth of these books to children is rounded out in sharing and discussing them with their friends, their teachers and librarians, their own parents. We parents and teachers should

acquaint ourselves with what our young people are reading—or have opportunity to read. Perhaps as we read the books of Marguerite De Angeli, Elizabeth Enright, Florence Means, John Tunis, Doris Gates, Lois Lenski and scores of others we too might grow in democracy and regain a faith in human decency and social equality.

Perhaps as we gain the confidence of our children and begin to discuss with them these books which they enjoy reading, we may break down some of the barriers of rejection and distrust which so often come between parent and child and between teacher and child.

BIBLIOGRAPHY

Editor's Note: We are giving further information on the books mentioned by Mrs. Blair and listing other books that will help children recognize their problems as common problems. For more complete list of books with annotations and prices see *A Bibliography of Books for Children* by Association for Childhood Education International. Price \$1.

For Young Children

- Beim, Jerrold and Lorraine. *Two is a Team*, Harcourt, 1945.
Handforth, Thomas. *Mei Li*, Doubleday, 1938.
Leaf, Munro. *Boo Who Used To Be Scared of the Dark*, Random, 1946.
Woolley, Catherine. *David's Railroad*, Morrow, 1949.

For Middle Graders

- Association for Childhood Education. *Told Under the Stars and Stripes*, Macmillan, 1945.
Bianco, Margery. *Forward, Commandos!* Viking, 1944.
DeAngeli, Marguerite. *Bright April*, 1946; *Thee, Hannah*, 1940; *Door in the Wall*, 1950, Doubleday.
Enright, Elizabeth. *The Melendy Family*, 1947; and *Thimble Summer*, 1938, Rinehart.
Eyre, Katherine Wigmore. *Lottie's Valentine*, Oxford, 1941.
Friedman, Frieda. *A Sundae with Judy*, Morrow, 1949.
Gates, Doris. *Blue Willow*, 1940; and *My Brother Mike*, Viking, 1948.
Jackson, Jesse. *Call Me Charley*, Harper, 1945.

- Johnson, Siddle Joe. *Susan's Year*, Longmans, 1942.
Lattimore, Eleanor. *Jeremy's Isle*, 1947; *Bayou Boy*, 1946, Morrow.
Lawrence, Mildred. *Peachtree Island*, 1948; *Sand in Her Shoes*, 1949, Harcourt.
Lenski, Lois. *Texas Tomboy*, Lippincott, 1950.
McSwigan, Marie. *Hi, Barney!* Dutton, 1946.
Phillips, Ethel Calvert. *A Name for Obedience*, Houghton, 1941.
Thomas, Eleanor. *Becky and Tatters*, Scribner, 1940.

For Older Children

- Barnes, Nancy. *The Wonderful Year*, Messner, 1946.
Burgwyn, Mebane. *Lucky Mischief*, Oxford, 1949.
Martin, Fran. *Knuckles Down*, Harper, 1942.
Means, Florence. *The Moved-Outer*, 1945; *Whispering Girl*, 1941; *Shuttered Windows*, 1938; Houghton.
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Urmoston, Mary. *The New Boy*, Doubleday, 1950.

Talking to Myself

About Their First Year in School

The need for self-evaluation and planning is a constant one when we are working with children. Most times we do not write it out and so are not as able to share it with others. Mrs. Velie, kindergarten teacher in the Lida Lee Tall Campus School, State Teachers College, Towson, Maryland, presents her thinking and planning as she considers a new group of children in light of the physical aspects and the guideposts of knowledge and understanding with which she has to work. Mrs. Velie was teaching first grade in another school when she made the following self-evaluation.

THERE IS NO DOUBT ABOUT IT. I CANNOT meet the needs of children without frequent self-evaluation. With this conviction as the spur, I shall make a careful scrutiny of my schoolroom and of myself. What is my total responsibility with reference to my first-grade pupils?

Sit Low! Things Look Different

Because it is easier to evaluate things, I shall begin with the room. Sitting crunched at a first-grade desk mentally rolling back the years aids in seeing the room through a child's eyes.

That grimy oatmeal color on the wall would never inspire anything except a desire to get away as soon as possible. The floor, black with an accumulation of heavy oil and dirt, so close to a child's face and eyes, must make him long for recess and dismissal, to scamper on the welcome green of grass, and gaze on the blue of the sky.

Then, too, that greyish blackboard of days-gone-by, completely around three sides of the room, certainly looks different as I sit and view it from the child's vantage point. . . . Yes, the room is a place to begin.

I am firmly convinced that my school-

room needs the "new look." Why not bring the outdoors in? Growth in nature produces color; perhaps color is conducive to growth, even growth and development of the child. It undoubtedly releases undreamed human power and lifts morale. A little child chooses and uses splashes of color with abandonment.

I want the children to have a part in making the room attractive. A child feels the schoolroom is his only by sharing responsibility for it and contributing to it. The pet corner and science table must offer constant invitation for additional contributions through which children may share in a common interest. My name above the door does not mean that the room is mine alone—it is our room!

Engineering Without Blueprints

I have long known that children look at the teacher. More important, do I look at the children? Do I actually see them? How do I see them? These are questions of limitless dimensions. My role as a teacher will depend upon the way I see the children—I must keep them in the spotlight.

I have the significant role of engineering for continuity in each child's development. How much more simple if each child entered school with a blueprint of explicit instructions! Here, in school, he experiences a new type of living. He will feel the difference between the emotional climate of the classroom and that to which he has been accustomed; tremendous adjustments are required of him on every hand. I want him to feel that in me he will have a supportive, understanding, consistent partner. This will require both skillful and subtle guidance in assisting him to extend his feeling of "all's well" he feels in the family group to the ever increasing larger group. A bridge that requires much engineering; a bridge not easily nor quickly built; and there are no blueprints.

Guideposts Point The Direction

I am following a guidepost in the right direction when I give evidence of acceptance of every child. With inequalities of inheritance and background, I must expect each child to react differently to the larger group. Some children may strike out at others who come near; some may withdraw behind a curtain of shyness, timidity, and bashfulness; some children may arrive with strange notions regarding school. I must first understand the causes for unsocial behavior and then try to formulate effective ways of helping each child win belonging in the group.

Each child is being motivated primarily by self-interest; by needs and urges that bring satisfaction to himself. At the same time I must engineer the environment in such a manner that he will learn to control his needs and adjust them to behaviorial patterns that will be appropriate to our culture. Gradually he will learn that although I cannot condone

all his behavior, I do understand why he acts as he does and that I am his helper while he is learning more grown-up ways of conduct.

Do I Applaud Often Enough? Children need approval. Most children need the esteem, the confidence, and affection of their teacher and classmates. I should be alert for occasions deserving my approval and the approbation of the group. Little children quickly catch the attitude of those around them.

I can help guide children in their social contacts so that they will develop friendliness and helpfulness rather than antagonistic reactions. I have the privilege of helping awaken appreciations and sympathy with other persons in the group.

This in turn, will give pupils initiation into cooperative, democratic living.

There's A Rule Against It. A first grade child must think that life is made of "Don't" and its kin. How easy for Mary and John to feel that their real names are "Don't-Mary" and "Don't-John!" Indeed, their first year in school is very much a succession of giving-up events. They must wonder why the traffic lights of life are seldom green but turn red with such high frequency. It is true that growing-up and giving-up run in parallel directions and a child must learn the importance of curbing his selfish interests as he goes out into the world. I must be both an anchor and compass for him as he enters this sea of uncertainty.

Growing Pains. Learning and growing up need not be painful. The child who is being warped by pressures, too early and too many, may perhaps be saved if I watch for early symptoms. I cannot always accept a child's behavior about that I must be firm. I must, however, be equally sure to impress the child that there are ways of conforming that

will bring him happiness and satisfaction. First, it is all-important that I accept the child's feelings which are prompting his behavior, and then let him know that I do, so that together we may work out ways of taking care of troublesome feelings. This is no simple task—it is a real challenge.

Can I Spot It? When a child is failing to internalize the cultural expectations in a manner that brings satisfaction to himself and those about him, there is a reason. Will I know what the reason is? But why do I think in the singular? I must see all causal factors that are operating upon the child, for each is leaving an impact. In fact, the child is a target toward which numerous forces are directed in the culturalization process. He needs my reassuring guidance as he battles in his arena with only inexperienced techniques of protection.

Humor To The Rescue. Humor may save the day many times, so I must make use of it more often. Everyone enjoys a humorous situation. There are times when the teacher can use humor to lessen the tension such as personality differences between children. A sense of humor helps everyone see problems in their proper perspective. It is a valuable shield throughout life.

Skills In The Balance. Scales are used for many things. Have we put skills in the balance often enough? I am convinced that skills should bring happiness, happiness that results from the thrill of accomplishment. When the child has the readiness for expected skills, accomplishment does bring happiness. On the other hand, to press a child to learn what is impossible builds frustration. I must cultivate a sensitivity to readiness which will serve as a safety valve for my impatience.

Our culture imposes most skills. This is especially true of reading. It also

imposes the early age at which a child is expected to read. I must create an environment that is conducive to learning; I must lessen tensions and help children throw off emotional blocks and preoccupations. A well-ordered mind, free of fears, is a receptive mind ready to acquire the expected skills and knowledge.

It's Not What I Say. My presence in the classroom has untold implications—actions speak louder than words. It is not so much what I say as the way I look as I speak; what I do and the way I do it makes an impact. Above all else, the inward feelings I have as I go about my duties determine the manner in which I operate. As a teacher, I want to accept and hold the place as the older member of the group without dominating thinking. This is not easy. It takes much less effort to be dictatorial, autocratic, and authoritarian. I must constantly weigh values—they determine my actions.

Children learn to live in a democracy only by living democratically. Here I must be doubly cautious. As a teacher it is so easy to be the dictator in the schoolroom. If I am, I throttle the thinking of my pupils and create an undemocratic climate. I have an obligation of providing experiences and conditions that require less of suppression and rigid regulations. Such an approach sounds simple but it will require constant vigilance if maintained.

Mountain Peaks

As a teacher of first-grade children, I have not only a challenge but an enviable privilege. Ever present in the classroom is human-splendor—the splendor of a little child. When cognizant of its presence, I feel uplifted, as though from a mountain peak. On every hand there is evidence of the mag-

nificance of a child's soul. The awe one feels from the mountain peaks becomes minimized by comparison. When I pause to contemplate, I see:

The beauty of a child's smile—is there anything more priceless than this symbol of inner spiritual-health? Lest I forget, it is the same smile that not so long ago made a mother's heart leap for joy as she viewed it for the first time. Why don't I give little children more opportunity for smiles, even for smiles that bubble over into laughter?

The beauty of little children's friendliness—something stirs within me as I watch first-grade friends walk down the hall, arm-in-arm, busily discussing some mutual interest. It may be a big world, but why worry about that, when friends are nearby?

The beauty of little children's trustfulness—implicit trust in the teacher! Do I give back the same? Do I have faith in them? I wonder.

The beauty of a child's eagerness—eagerness to learn; eagerness for life. Yes, there must be a spark within; the spark that makes mankind the pinnacle of creation.

Why not let him be a child? Why do I urge him to act like a miniature-adult? After all, he will be an adult for a long time. As a teacher, I could profit by making more use of his natural inquisitiveness—that something that keeps him a-tingle to take hold, to make the next step, to do his best. He comes well fortified with who-what-why-where-when ammunition, an endless supply which seems to work automatically, until we as adults discourage its use.

A well child is an energetic child until he meets discouragements too big to manage. Yes, without undue discouragement

a child will work to his maximum ability. He wants to be big, look big, and do big things. As his teacher, I must let him.

As I See It

After all is said and done, it boils down to this. As a teacher, how effective am I? The variety and quality of experiences and guidance found in the schools must be better than a child would have outside the school. Indeed, it is a sobering thought, one that should prevent teacher-apathy affliction.

As a teacher who is responsible for children during their first year in school, I shall contribute my best:

If I gain the confidence of my pupils.

If I emphasize the development of the whole child.

If I stress desirability or undesirability of behavior, without imputing blame.

If I operate on the principle that behavior is caused; that behavioral patterns are learned.

If I can control my own world when it becomes topsy-turvy, without taking it out on my pupils.

If I keep a sense of humor when situations become crucial.

If, as I talk to a child, I feel like bringing him closer instead of pushing him away.

If I am as polite to children as I expect them to be to me.

If I can remember that all children are sensitive to ridicule—that it is a lash never to be applied.

If I am deliberate, not impatient.

If I am humble.

If I help a child control his emotions himself.

If I think of teaching as a privilege.

If I believe that teaching spiritual values is of utmost importance.

My total responsibility to first-grade children is clear. It demands my best.



LEFT-FOOTED

Stephen was a little boy facing a new problem and a difficult one for him—performance in a school play. In this article, his mother, Mrs. Maurice Long, Cumberland, Maryland, has recorded his growing up through the series of comments he made. Teachers and parents can well appreciate the role of this understanding parent.

WE'RE HAVING AN OPERETTA IN MAY. Oh, I'm ashamed to tell you the name of it. Well . . . it's *The Gingerbread Boy*. I had that story when I was two years old. I hope I don't have to be in it. I will sit low in my seat." . . .

"I'm in it! It isn't quite like that baby story. There's a king, a queen, a baker, and butler in it, too. I wanted to be the butler. Johnny did, too. I'm in a dance called Bow, Bow Belinda. 'Shake that big foot. Shie all around her. Prom — an — ade.' Gee, it's awful!" . . .

"My partner does it wrong. She goes to the left when she's supposed to go to the right. The teacher says 'Stephen, watch what you are doing. Go to the right.'" . . .

"The first-graders' part is *The Old Woman in the Shoe*. Miss Hadley brings her little ones in and smile-talks them around. I bet they can't read a book." . . .

"I can't get that part right where you go backwards around your partner." . . .

"If there are any more plays at school, why don't you write the teacher a note and say you're sorry, but I can't be in it?" . . .

"I wasn't watching what I was doing today. I fell down the steps." . . .

"Since I was absent a couple of days with the grippe, I told the teacher maybe I better not be in it on account of missing practices and all. She said, 'You only missed one practice. We need you.'" . . .

"The way they practice is all wrong.

They should practice hard all one day and get it over with, instead of day after day after day." . . .

"Oh, gee, only five more days. I can hardly wait . . . till it's over. I got that part right, 'Shake the big foot,' once." . . .

"We had to waste time doing it again today. Do you think we'll have that in third grade? It's part of education, you say? But, mother, I can still write with my left hand when I'm left-handed, but when anyone is left-footed, he can't dance, can he?" . . .

"Tomorrow is the play. You are supposed to give a silver donation at the door. Is it worth a silver penny? Why, mother! Whatever made you think it wasn't worth anything? It's worth half a dollar, honest!" . . .

"Some of the children take their parts real well. You will be delighted at the way the Gingerbread Boy sticks his head out of the oven. The door to the oven doesn't open very well. I told them I didn't think it would work very smooth with scotch tape." . . .

"Today's the day!" . . .

"What time is it? Two hours before it's time to go! Maybe the clock is slow. I'll take my bath now. Do your elbows show on the stage?" . . .

"I wish it was tomorrow. What if I make a mistake? I bet I will. Oh, yes, the audience will notice it. If I do it one way and the rest do the opposite, they will know it's my err-ness." . . .

Is this school experience worth the anxiety it is costing him, I wondered. The boy across the street seemed to be enjoying his part. Was it merely that this boy had the part of the king while my boy was a left-footed one in a right-footed dance? No. I think that Stephen's head would have been uneasy if he wore the crown.

The house was packed. As the play progressed with its songs, dances, and drama, I thought, "What is the magic of the stage?" The neighborhood children looked quite different.

I had momentarily forgotten Stephen. Yes, there he was, sitting in front, waiting his turn. He looked excited as he does in a dentist's office when it was his turn next. I was beginning to think, "I hope it won't hurt."

He was actually on the stage at last. He began dancing like a mechanical toy that wasn't wound up very tightly. Then, as if he had suddenly jumped some hurdle, he came to life. His face became animated, he began dancing with gusto, swinging his partner around with all the grace of an old fashioned country squire.

When the program was over, the photographer took pictures of the group. They posed; they smirked. I was wondering where I had seen the expression such as the one I saw on Stephen's face. Why, of course. It was like the one on men's faces when they are standing with a big fish held in front of them. Stephen had caught a fish, I thought.

The teachers gathered the children for dismissal. I went back through the crowd, and into his room. There he was, alone. All the other children had gone or were in the halls.

"Oh, I knew you'd come back," he said. "Wait a minute, the teacher will be here now. Here she is."

"Weren't you proud of Stephen tonight? Didn't he take his part well?"

she asked. I agreed. Now I knew why Stephen had been waiting. He had caught a big fish and he wanted his teacher and I to weigh that fish.

He chattered all the way home, and follows:

"Did you ever see such a laughing audience? Ladies with glasses, all laughing. They even laughed at times they weren't supposed to do it, but we didn't care."

"And did you hear what Miss Blonsky said? She said we were all marvelous. Which part of it do you think was the most real? Weren't the baker and the butler good?"

"Do you know Billy talked so much ahead of time that he talked his lipstick off?"

He suddenly stopped and took hold of my hand and said slowly, "Mother, do you think we learned anything in that? What was it? What was it?"

I was going to answer glibly, "Songs and dances," but I looked at him and knew that this was one of the times that he had caught a glimpse of some of the larger meanings of education, of life.

So I said, "L'esprit de corps."

"That's French . . . or German."

"It's French. I think it means group spirit, the kind that all of you get when you are working hard at something together."

"Yes, and now may I get a popsicle? My mouth is dry."

It was later that evening. There came a call from his bedroom.

"Do you know what? I believe, yes. I am sorry that thing is over. Did you see me shake the big foot?"

And still later:

"Know what? I'm going to be in a Dutch Dance in the June Festival. Oh boy! Left foot first . . . right foot then . . . round about and back again."

He was asleep.

Over the Editor's Desk

From Our Mailbox

LETTERS FULL OF IDEAS, ENCOURAGEMENT, and helpful suggestions are always appreciated.

Some of the parts are too good not to be shared so we have asked these people if we may share parts of their letters with you.

From Daisy M. Jones, director of elementary education, Richmond, Indiana: "No wonder teachers, parents, and children, are pessimistic in their outlook. No wonder they talk constantly of the weight of their burden. No wonder they feel defeated before they start. As a profession we have convinced ourselves that we are overworked, down-trodden, unrecognized, and underpaid. We have talked it until some believe it. If we face a roomful of children daily with such a feeling we are sure to have wrinkles between our brows, the corners of our mouths turned down, and a sharp tenseness in our voices. Children sense such an atmosphere and reflect it. Teachers are saying children are nervous and tense. The adults create the environment that makes them that way. Shouldn't we as teachers try to give them a more wholesome environment rather than aggravating such a condition?"

"As for the children—any time is a time of strain for a child experiencing the frustrations of growing up. Each day he has to meet and face situations he has never faced before. Whether he is living in a time of war, or depression, or political difference, or over-supply, or under-supply, or over-stimulation, or inaction, he constantly feels that no generation ever faced quite the same problems he is facing and he is right. Each new generation is convinced that his problems are the greatest. That is a backward look. Going back to the good old times would not solve today's problems. We should be less concerned about what would have been if—and more concerned about forward steps to meet today's situations."

Mrs. Jones continues: "The article on Korea was certainly timely. The statement, 'In spite of waves of war, school is going on in Korea,' brought the problem home to all of us. Sometimes we forget that very point. Not only does it help us to see the situation

in Korea, but also helps us to see our major objective in education here. Sometimes we get so engrossed with the disturbing elements that we forget the continuous forward movement of society and that children of today cannot be educated tomorrow no matter what the nature of the immediate crisis. I sometimes think too, that when we refer to tensions in children we fail to see that adults are the ones who are tense and they in turn make the children tense through their reactions. If we could have a deeper respect for the part that the educated will play in the future perhaps we, too, could keep our eyes and our minds on education of the children rather than the stresses caused by immediate problems not of their making."

Hughes Mearns' article has been accompanied by a delightful series of notes. He calls himself "The Aged Gentleman Still Interested in the Mystery of the Education of the Young."

One note said "As an editor you should know that a writer mulls over his work for days after it has been sent off for publication. He gives it what the doctors now call 'loving tender care' abbreviated to LTC."

The note ended with "NAP SEFMIM (Old Persian or perhaps, Apache Indian, for *No Answer, Please. Save Energies for More Important Matters*). Or maybe I just made it up all by my ownself."

Help Wanted!

HELP WANTED TO FILL OUR FILES with pictures we can use in CHILDHOOD EDUCATION. What kinds do we want? Pictures of children from 2 to 12. Children in action, and unconscious of the camera. Children showing various emotions—working in groups, or alone. Teachers having fun with a group of children. Parents taking part in the activities of the school. Parents with children and family groups. Ideas like "security," "faith," "information," "democracy" are ones we seem to need illustrated very often. What kinds of pictures would you use?

Clear glossy prints of any size can be used although the enlargements make planning easier.

As most of you know, the Association for Childhood Education International is non-profit so does not pay for any contributions to its publications.

A Helping Hand To Young Teachers

GOOD TEACHERS encourage other good teachers. We heard of a young woman who graduated in art education. The summer before she began teaching she worked as a waitress in a resort. One of the guests was an art teacher who appreciated the service the young girl gave her, and discovered that she was about to begin her first job that fall, so she gave as a token of her appreciation a subscription to CHILDHOOD EDUCATION. The young teacher began reading the magazine because someone she admired gave it to her and continues reading it because of its help.

People and Books

AN INTEREST IN CHILDREN, books, and reading have meant participation in two stimulating events.

The U. S. Department of Agriculture Extension Division sponsored a Conference on Rural Reading this fall. The conference was most thought-provoking as members representing the government, private business, and professional organizations shared ideas on: what and why people read; availability and distribution of reading materials; and the stimulation of interest in reading.

The list of cooperating groups was exciting in this world which needs the working together on common problems. Agricultural extension workers (home demonstration and county agents), librarians, educators, communications specialists, publishers, retail and wholesale booksellers, authors, representatives of farm organizations—all brought a variety of viewpoints to the discussion.

T. V. Smith, professor and philosopher, Syracuse University, provided me with two quotes I would like to pass along:

"The best bridges that ever were are the ones that have never been built—over the chasm of reality."

". . . not the how we do but the why we do it in poetry."

The conference was successful in directing each group's attention toward the things that they could do. I came away with the chicken

and the egg sequence: Adults don't read books unless they have had happy access to them as children; children don't have books unless adults help provide easy access to them. We as teachers can help in getting acquainted with a few new ones ourselves.

So my next happy trip was to the Washington Book Fair. It was a gala occasion for children of Washington and adults interested in children's books. Writers and illustrators of books for children appeared in programs for a week. The display room was a delight. A small girl was begging her mother to read Bemelman's *Madeline* and the mother answering, "But you have *Madeline* at home." Two little seven-year-olds were reading in bursts and starts from "Puppy and I" in Milne's *When We Were Very Young* but on the refrain they could really read with all the rhythm and appeal intended. Adults who had come along to accompany groups from school, Brownies, or Sunday School classes were discovering the variety of books—information, fact, fiction, and fun. The beauty of books and the contribution of the illustrator was forcefully demonstrated.

Favorite Story of the Office

WHEN DOROTHY CARLSON, assistant editor, came to work in the office of CHILDHOOD EDUCATION, her little boy Dick was five. As the month of February began he commented that it was a very busy month with "Lincoln's birthday, Valentine's day, Washington's birthday and on the 25th the ACE had a dead lion." (Copy goes to the printer on the 25th of the month.) It was shortly thereafter that ACE moved from its office in the NEA Headquarters to 1200 Fifteenth St., N.W. Dick asked his mother if they were going to move everything. "Yes, everything," she said. "You don't really have a dead lion, do you mother?"

Correction **YES**, THOSE OF US IN THE OFFICES of CHILDHOOD EDUCATION know that a plural subject requires a plural verb. The error in the November issue developed when we looked at our line in galley (correctly stated) and decided that it should be larger to be more effective on the page. The printer added the "s" in resetting. We will be interested in seeing how many times it is called to our attention before this correction reaches our readers.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

new ACE Branches

Greater Vancouver Kindergarten Teachers Association for Childhood Education, Canada

Temple University Association for Childhood Education, Pennsylvania

Philippines Association for Childhood Education

reinstated

Montgomery County Association for Childhood Education, Texas

ACEI Study Grant Fund

As announced in the November issues of *CHILDHOOD EDUCATION* and *The Branch Exchange*, the ACEI Executive Board has authorized the establishment of an ACEI Study Grant Fund. This fund will be used to bring Korean teachers to the United States for study. If within a reasonable time it seems impossible for Korean teachers to come to the United States, the fund will be used for teachers of other countries.

Our interest and admiration for the people of Korea deepen as we learn of their respect for education and their determination to keep their schools operating although buildings and books are gone. We can give expression to this interest and admiration by helping to bring Korean teachers to this country for study.

The ACEI Study Grant Fund is on its way. Already \$1125 has been received. ACEI branches, individual members, and friends of the Association are invited to send contributions for this fund to ACEI Study Grant Fund, ACEI headquarters, 1200 Fifteenth Street, N. W., Washington, D. C.

New ACEI Bulletin

The first 1951-52 ACEI membership service bulletin, *Teaching Is Exciting*, was mailed early in November to individuals who are foreign or international members and to officers of

ACEI branches for circulation among the members of the group. Copies are available to others through ACEI headquarters in Washington, D. C.

The bulletin is addressed to two types of readers—those who have already found satisfaction in teaching and those who are thinking about becoming teachers. The author of the bulletin, Margaret Wasson, says: "The six sample days described give some idea of a teacher's life in and out of the classroom. . . Will you find at least one young man or woman you would like to see in tomorrow's classroom and pass this message on to him or her?" In doing this, members of the Association will be translating into practice one of the suggestions in ACEI's Plan of Action, "Encourage well-qualified young people to select teaching as a profession."

The titles of the sections invite the reader:

The Fives Try Their Wings
Susan Accepts a Challenge
Will Santa Come to P. S. 28?
With a Spanish Accent
Growing Up at Four Corners
Putting Words to Work
Two Sides to the Story
You and Teaching
Books About Teaching
Basic Facts and Figures

The bulletin may be ordered from the Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C. Pp. 38. 75¢.

Legislation

Work on federal legislation authorized in the ACEI's 1951-1953 Plan of Action was discussed by members of the Executive Board during the August meeting. Areas in which measures might be proposed that would directly affect children were noted:

Federal aid to public schools
Library facilities
Child labor
Local public health units
School lunch program
Child care centers

The 82nd Congress will reconvene in Washington in January. Probably in that session

action will be taken on a number of bills already introduced that directly affect children. Now while Congressmen are in their home districts would seem an opportune time to talk with them about such bills. If you ask your Congressman, he will secure for you copies of the bills in which you have a special interest. Share with him facts regarding the needs of the children of your community. (See ACEI Plan of Action in September CHILDHOOD EDUCATION or 1951 ACEI Yearbook.)

General Federal Aid to Education: For some years Congress has had before it proposals to provide federal grants-in-aid to the states for the support of elementary and secondary education.

Differences on controversial issues and emphasis on economy are the reasons given for not renewing consideration of these proposals.

School Construction: Federal grants have been made to the states to assist them in surveying their needs for new schools, and to develop state plans for school construction. In the meantime, Congress has voted over \$140 million to help build schools in areas with swollen enrollments due to federal activities.

Shortage of Steel: A House Education Committee is studying the critical problem of school districts which have funds to build needed schools but are unable to obtain allocations of steel and other scarce building materials.

School Services in Defense Areas: Last year, Congress enacted legislation authorizing federal grants to aid school districts having a substantial increase in enrollment as the result of federal activity. Congress has acknowledged federal responsibility by appropriating almost \$70 million for such schools.

Public Libraries: A bill (S 1452) was reported favorably to the Senate to stimulate the states to establish more adequate public library service to rural areas. So far, the House is inactive.

Child Labor: There are now six bills before Congress which propose to repeal or seriously weaken the child labor provision of the Fair Labor Standards Act which was enacted January 1950. These bills represent efforts

to again make it possible for children under sixteen years of age to be permitted to skip school for crop work.

Local Health Units: The Senate passed a bill (S 445) authorizing increased federal aid to the states to help establish and maintain a nation-wide network of full-time local health departments. The House Interstate Commerce Committee is now considering this and similar bills.

Child Care: As yet, Congress has only appropriated funds for surveys and plans to determine which communities require federal aid in providing the necessary care for the children of working mothers. Such aid will be strictly limited to communities placed on the critical list.

International Children's Emergency Fund: The Senate passed the bill (S 2079) authorizing the appropriation of \$12 million to the President for contributions to the International Children's Emergency Fund. The bill now goes to the House Foreign Affairs Committee for consideration. Such legislation usually faces considerable opposition in the House. The Senate report on this bill states:

In its four years of operations, the Children's Fund has made services and supplies available to sixty-one countries. It has assisted more than 15 million children in Europe with food, clothing, and health services. It has tested 35 million and inoculated 20 million children in its tuberculosis campaign. It has supplied equipment for material and child health centers, raw materials for children's shoes and clothing, milk conservation machinery to provide safe milk, local training of non-professional medical workers and midwives, and a score of other services.

Some of the facts stated above have been taken from the bulletins of the *Social Legislation Information Service*. These bulletin report impartially on federal social legislation and the activities of federal agencies affecting family life, children, and community services in the field of health, education, welfare, housing, employment, and recreation. For information about this service write to Social Legislation Information Service, Inc 1346 Connecticut Avenue, N. W., Washington 6, D. C.

Books for Children . . .

Editor, LELAND B. JACOBS

The child's eyes danced as he said, "Let's give lots of books for Christmas!" Here's a happy thought, for books can be more than holiday pleasures. They can, over and over again throughout the year, bring joy to their owners. Books can entertain through their skillfully developed plots. Books can enlighten through their persuasive characterizations. Books can enlarge the soul through their moving spirituality. To make a child happy with the best that children's literature has to offer is, indeed, to give him a precious gift.

PACK AND THE GOLDEN SLIPPERS.

By Katherine Milhous. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1951. Pp. 30. \$2. Philadelphia's Mummer's Parade is the focal point around which Patrick's story evolves. He must have an appropriate costume and

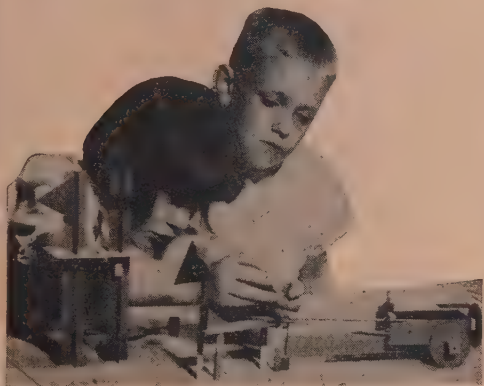
golden slippers to take part in the parade this year. He just must do it for his father. Although time and money and memory all conspire against the lad, Patrick persists and gains more than he had ever dreamed could be accomplished.

Patrick's story begins quietly, pensively, and rises in steady pace to a rousing and touching climax. The author not only graphically brings the Mummer's Parade and Patrick's part in it to life but also reveals to the reader what it means to live harmoniously with others in a heterogeneous community and splendidly within one's own family circle. With her sixteen beautiful illustrations for this book Katherine Milhous has sensitively and intimately caught Patrick's story twice over for children in the primary grades.

ME AND THE BEARS. By Robert Bright.

Illustrated by the author. New York: Doubleday and Co., 575 Madison Ave., 1951. Pp. 30. \$1.25. Wishing is beautifully human. Little children know this. And because they know so well about this phenomenon they will comprehend fully Robert Bright's new book in which a child, after a

(Continued on page 184)



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Books for Children

(Continued from page 183)

trip to the zoo, wishes so hard for bears to come to visit her that what is deeply desired just about becomes reality.

With deft understatement and appropriately direct pictures, Robert Bright intimately gets inside the meaning of wishing—really intimately, as a child knows what it's like to be a wishing child. Four- to six-year-olds will laugh with the author about these little bears, but it will be knowing—and, in this sense, sophisticated—laughter.

AZOR AND THE BLUE-EYED COW. By Maude Crowley. Illustrated by Helen Sewell. New York: Oxford University Press, 114 Fifth Ave., 1951. Pp. 72. \$2.25.

Here is a Christmas story that is as gusty as the Marblehead shore which is its setting. Clara, the blue-eyed cow, caused considerable consternation in and about the community, but Azor Peach believed in her so much that she was all that he wished for, for Christmas. And, in getting Clara, Azor proved to his skeptical older brother that Santa Claus really exists.

A major part of the charm of this jolly story is that the author develops the humor in such a serious fashion. While one laughs he sympathizes. While one chuckles delightedly, he hopes earnestly for the success of Azor's plan to get Clara and prove Santa Claus' existence. And between the laughs and chuckles are intimate glimpses of the Marblehead landscape and the affairs of village living. Here is a gay, homespun Christmas story treat which will read aloud well to children in the primary grades.

SAINT SANTA CLAUS. By Ruth Rounds. Illustrated by Mabel Jones Woodbury. New York: E. P. Dutton and Co., Inc., 300 Fourth Ave., 1951. Pp. 128. \$2.25.

Here is an unusual new Christmas story for the eight- to twelve-year-olds. When the plane in which Barry was going to meet his parents crashed in the Alps, it was the gracious Brother Klaus who helped the boy reach his destination.

Throughout the story the reader experiences a sentient blending of realism and fancy. The reader knows that Brother Klaus is the Swiss Saint who lived many years ago. The miraculous but warmly human quality of the saint's

spirit, however, becomes so captivating that the unreal becomes the living reality in this story and the real has about it a remoteness that is elusive. Perhaps this is the essence of miracles. At any rate, the suspense and the spirit of Christmastide that the book arouses make *Saint Santa Claus* a welcome addition to holiday literature.

GINGER PYE. By Eleanor Estes. Illustrated by the author. New York: Harcourt, Brace and Co., 383 Madison Ave., 1951. Pp. 250. \$2.50.

One of America's ablest authors has here again given children in the later-elementary grades a fine interpretation of family life. While the action of the plot centers in getting, losing, and regaining Ginger, the much-beloved puppy, the essence and permanence of the book is found in the Pyes as persons and as a family.

What Eleanor Estes has that makes her writing in this genre particularly distinctive is difficult to explain. She is a careful craftsman with words. She has a unique ability in weaving a story. She dips deeply into the well-springs of personality so that her characters have flesh and blood, thoughts and feelings. She knows and captures with fidelity the world of childhood. But more than this, Eleanor Estes' writing is pervaded with a spirit that is both tough-fibered and tender, both light-hearted and sober, as is life itself.

While the Moffats remain in Number One spot, *Ginger Pye* too is a captivating, heart-warming experience with literature.

THE APPLE AND THE ARROW. By Mary and Conrad Buff. Illustrated by Conrad Buff. Boston: Houghton Mifflin Co., 2 Park St., 1951. Pp. 75. \$3.

The story of William Tell has been told over and over again. But never before has the tale been made more dramatic than the Buffs' new version, as told from the viewpoint of the son who balanced the apple on his head.

Robustness marks the story-telling as it sweeps along toward its memorable climax. Not only is this a warm-hearted picture of father-son relationships; it is also a rousing, convincing enunciation of man's will to be free from the tyranny of autocracy.

Conrad Buff's pictures augment the story-telling wonderfully. His black-and-white and full-color drawings are so virile and vigorous that the reader deeply senses the integrity of William and Walter Tell's heroic deed. In fact, the total bookmaking is harmoniously

ecuted. Children in the later-elementary grades will be enthusiastic about the famous people story as the Buffs have re-created it.

CHRISTMAS BELLS ARE RINGING. *Selected by Sara and John E. Brewton. Illustrated by Decie Merwin. New York: The Macmillan Co., 60 Fifth Ave., 1951. Pp. 114. \$2.50.* This fine anthology of Christmas poetry for home and school enjoyment is as it should be: diversified, gay, serious, reverent, traditional, modern, quaint, high-spirited. The Brewtons have divided their choices of selections into eight well-balanced groups that rise from happy anticipation of the best-loved holiday, through the traditional aspects of the celebration, to the allowed glory of the meaning of Christmas in one's life the year through.

The favorite poets of childhood are here. Other less known but lovable poets are represented. And the great Unknowns who have contributed so wisely to Christmas have their deserved space.

HIGH SMOKE. *By Audrey Chalmers. Illustrated by the author. New York: The Viking Press, 18 East 48th St., 1950. Pp. 224. \$2.50.* Debby's parents were theater people, so the type of home life which most boys and girls now was but a dream to her. But Grandpa and Grandma Pringle had a little place in the country, and, by a strange combination of circumstances, Debby not only got to live in Applevalley but was also instrumental in bringing the joys of rural living to Uncle Pan, a magician, and to the delightful Marinillos, vaudeville jugglers.

Girls in the later-elementary grades can explore enthusiastically the world of the theater with the author. They can look, through Debby's eyes, at the ups and downs and fears and fun of theater family life. And they will be well-satisfied with Debby's delight in achieving her dream of a settled home in which to live like most children do.

PHILIPPE'S HILL. *By Lee Kingman. Illustrated by Hildegard Woodward. New York: Doubleday and Co., 14 West 49th St., 1950. Pp. 88. \$2.* When Philippe's parents denied him real skis, he concocted a pair from barrel staves and deployed his mother's broom for a ski-pole. Philippe was determined to learn to ski. In the process of learning—and through it—Philippe made a fine new friend and received a wonderful gift of shiny skis of

his own. But, better yet, he also did his family a good turn that greatly improved their financial security and peace of mind.

Flavored as it is with homey glimpses of French-Canadian life in the Laurentians, the plot moves swiftly and smoothly toward its surprise ending. Action rather than depth of character development is the chief appeal of *Philippe's Hill*. Children in the middle grades can easily and pleasurably read this vigorous out-door story.

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Books for Teachers . .

Editors, WINIFRED E. BAILLIE
and MARIE T. COTTELL

UNDERSTANDING GROUP BEHAVIOR OF BOYS AND GIRLS. By Ruth Cunningham and Associates. New York: Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., 1951. Pp. 440. \$3.25.

The main work of this study was done by teachers in a first grade, a fourth and fifth grade, and an eighth grade in the Denver Public Schools. The teachers studied the group behavior of the children in their grade groups, attempting to discover the problems involved, to test some means of studying the problems, and to examine the implications for curriculum development. Individual faculty members, faculty committees, parents, administrators, and consultants contributed to the study in special areas.

As a pioneer in the field, the book is commendable and praiseworthy. Even though, as the authors admit, the evidence is often inadequate, it is a provocative study of group behavior of children. It portrays children beginning to learn to live together, and describes how this is enhanced through the teachers' efforts to gain insight concerning the underlying principles of group living. The findings have challenging and valuable implications for further research as well as for improved educational programs for children. The underlying social philosophy is truly democratic. The appendix contains the techniques and devices used in making the study and some of the instruments of measurement.

May the book do what the authors wish for it, namely: "Encourage others to undertake similar studies or to follow through in the investigation of some of the many questions we (they) raise."—Reviewed by MARTIN SEELING, Wheelock College, Boston.

WE, THE AMERICAN PEOPLE. By Margaretta Ann Stewart. New York: John Day Co., Inc., 2 West 45 St., 1951. Pp. 240. \$3.50.

This is a book which every teacher of United States history should have on his or her desk or on the shelves of the classroom library. It is compact, accurate, interesting, comprehensive, and up-to-date.

We, the American People traverses the same terrain that other authors have covered, but the travelogue is better. The author starts her log with a chapter on "Who Are the American People?" and ends it with an account of "Strengthening Our Democracy." In between are eleven chapters on the migrations of the English, Irish, Negroes, Germans, and others, and two chapters on "Brothers Under the Skin" and "Where Do We Get Our Prejudices?"

Outstanding features of the book include brief and telling quotations from letters, diaries, and speeches; profiles of such leading members of immigrant groups as George Washington Carver, Lillian Wald, and Carl Schurz; emphasis on the Scandinavians and Spanish as the "first Americans" after the Indians; and stress on the contributions of the inconspicuous as well as the conspicuous immigrants.

A few minor improvements could be made, but they do not mar the quality of the volume. The Netherlands should be used instead of Holland to describe that country. The frequent references to "Ach" and "Ja" add little to the chapter on the Swedes and may

help to develop or continue stereotypes. The stress on advertising as a reason for immigration could be minimized. And the reference to the Negroes of Africa as the first to smelt iron could be stated less emphatically in view of the disagreement of historians and anthropologists on this fact.

The book is a splendid addition in the field of history and intercultural education. Teachers will enjoy and profit from it and junior high school boys and girls will like it. A few especially good readers in the fifth and sixth grades might be able to read it, too.—Reviewed by LEONARD S. KENWORTHY, professor of education, Brooklyn College, New York.

THE ARTIST IN EACH OF US. By Florence Cane. New York: Pantheon Books, 333

Sixth Ave., 1951. Pp. 370. \$6.50. Here is a book vibrant with creative expression. Florence Cane has described her teaching methods and experiences from her pioneering days at the Walden School through her present work as Director of Art for the Counseling Center for Gifted Children of the School of Educa-

(Continued on page 188)

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Books for Teachers

(Continued from page 187)

tion at New York University in a way that makes exciting and inspiring reading. Her book abounds in color plates and illustrations which are carefully selected and placed so as to contribute to the continuity of thought.

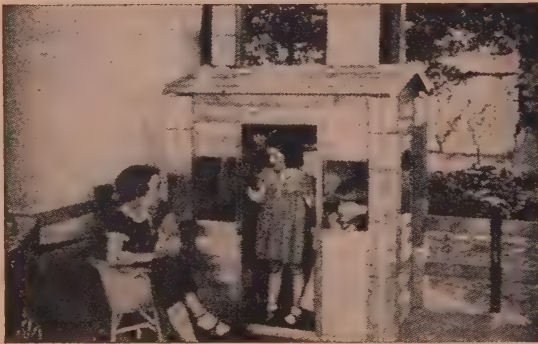
Whether or not one agrees with her theory that exercises of body movement and breathing are necessary to free the mind for the process of creating fine art products, these illustrations give ample proof of her own success with her methods. The thrilling case studies which trace the growth of several pupils over a period of time testify to the validity of her theory that the integration of an individual can take place through art.

Mrs. Cane helps students, whether children or adults, to attain this integration by advocating the well-balanced use of the activities of movement, thought, and feeling. She insists that the expression be a sincere response to deep inner feelings, and also directs their attention to well-organized design of line, form, and color. This is a quality often lacking in the misguided, pseudo-creative activities where children are allowed to experiment without guidance and receive indiscriminate

praise for all their immature products. A contributing factor to this fineness is the stress on the fact that the mind needs quiet and repose for concentration before the real creative process can begin.

Although Mrs. Cane realizes that to improve the product one must revitalize the individual, she is wise enough to leave the analysis of the individual to the psychiatrist confining herself to leading the pupil to draw or paint and perceiving the meaning in the work. It is evident in the case studies that her faith in and patience with the pupils and their struggles show how art can be a real healing agent. Where talent indicates it, the pupil is led to use his creative ability in a practical manner and enter the commercial field with assurance that he will not have to compromise with stereotype standards. In this way, too, she justifies art as a solution to living and not an escape from it.

This is a book for teachers and parents who are baffled by the use of the word *creative*. Although much of the book is written about the gifted child there is no doubt that anyone's life could be enriched by these experiences.—Reviewed by GERTRUDE M. ABBIHL, *Wheelock College, Boston.*



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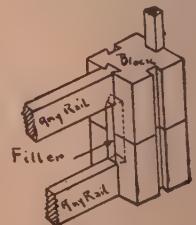
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Bulletins and Pamphlets

Editor, MAY I. YOUNG

HOW YOU GROW. Junior Life Adjustment Booklet. By Bernice L. Neugarten. Chicago: Science Research Associates, Inc., 57 W. Grand Ave., 1951. Pp. 40. 40¢ (also quantity prices). In our room at school last year, we were studying about how people grow—babies and boys and girls. Of course, we tried to figure what made us grow and why the boys who seemed to eat the most weren't always the biggest.

When we came back to school this fall, Miss J. had a new little book that is very interesting. It calls them "growth patterns," and talks about the things we studied last year. It has some new ideas for us, too, and we are hoping Miss J. will let us go on studying growth this fall. Some of us seem to have grown in funny ways over the summer!—Reviewed by JOAN, DAVID, and GEORGE, 12 year olds.

Editor's Note: Miss J. says, "Will I!"

SUBSTITUTES FOR THE COMIC BOOKS.

By Constance Carr. Reprinted from "Elementary English." Chicago: 211 W. 68th St., 1951. Pp. 18. 25¢ (quantity prices 20¢). So much has been made of the controversy over the comics that it is refreshing to read a pamphlet that has something constructive to offer. Having made an analysis of those qualities in the comic books which have great appeal for our children, Miss Carr gives us titles of books to offer instead. For convenience she lists them under their area of greatest appeal (Blood and Thunder, Cowboy, Humor, etc.) and also indicates roughly the gradé level.—M.I.Y.

PRIMER FOR AMERICANS.

Developed by Sigurd S. Larmon and Thomas W. Lapham. New York: Radio Household Institute, Inc., 285 Madison Ave., 1950. Pp. 16. 25¢ (also quantity prices). The simplicity with which *Primer for Americans* is written makes it doubly valuable: it can be used with children who can read material at third and fourth grade levels and yet is so stimulating and challenging that it may well form the basis for discussion in adolescent or adult study groups. It asks (and answers) the questions:

Why is America the way it is?
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It gives a complete picture of our rights and duties and responsibilities.—M.I.Y.

EDUCATION AND INDUSTRY COOPER-

ATE. Digest of a national study financed by the American Iron and Steel Institute, and edited by the survey staff of the Peabody College for Teachers. New York: Hill and Knowlton, 350 Fifth Ave., 1951. Pp. 44. Price not given. Literature, films, and radio programs are being widely offered by industry to schools today in an effort to interpret free enterprise and to acquaint pupils with varied products and ways of earning a living in this country.

The first half of this pamphlet deals with ways in which schools are using many of these materials. Suggestions will be of interest to teachers of all age groups.

The second part of the booklet stresses the importance of joint planning by industry and school leaders in producing materials. The recommendations deserve careful study by both groups.—Reviewed by DOROTHEA S. PAUL, occupational information service supervisor, Philadelphia Public Schools.

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Among the MAGAZINES

Editor, HELEN LAMMERS

PARENTS' MAGAZINE, October 1951. P.

34. "But Won't You Spoil Them?" By Irma S. Black. The question often arises as to whether modern ways of disciplining are too soft. Every child needs to know that rules are guideposts for living in the modern world. When a child breaks a rule, constructive discipline should be substituted for punishment. Understanding and imagination of each situation seems to prove effective.

Discipline in the family circle is important, not so much for the sake of helping the child face some future theoretical world, but to help him to live with the least pain and friction in his own child's world. Family disciplining, no matter how firm, can be kept friendly. It is an extremely valuable experience in human relations for a child to know that his parents can say no and yet be loving and kind. Discipline should be a teaching process rather than a punishing one.

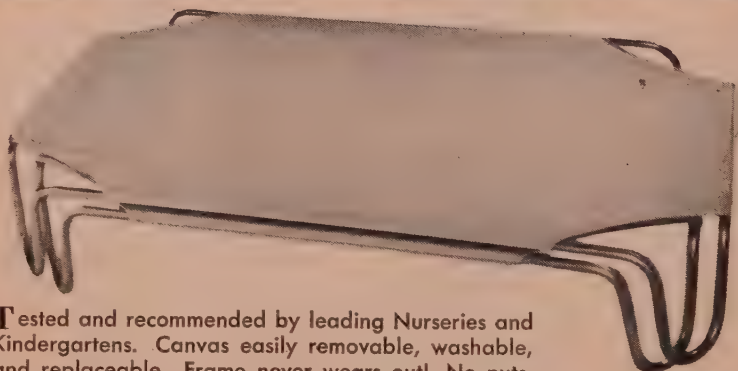
The most important emotional experience of infancy and early childhood is that of being loved and loving in return. Fair and simple rules are necessary to help the child know what is expected of him and to feel that he has parents who are capable of and willing to give him the guidance he needs so much.—Reviewed by RUTH ANN WELCH.

PARENTS' MAGAZINE, October 1951. P.

110. "How to Help Your Child Make Friends." By C. W. and Wm. C. Menninger. A well-known psychiatrist and his wife discuss this very important question and explain what parents can do and cannot do to help their children make the friendships they need. Every child, regardless of age, needs friends of his own age. There is no substitute for this kind of friendship. Friendships in children change more frequently than in adult life because their emotions shift more rapidly than ours do. Adults must realize this and should widen a child's social life so that he has contact with many children.

Family sharing and understanding will help children in learning how to love, helping them to control that other instinctual emotion—hate.

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If our children are to choose friends wisely they will need to sample many different acquaintanceships. As parents we should exert leadership and not merely authority; thoughtful consideration and not prejudice. Friends are important to us and to our children.—Reviewed by RUTH ANN WELCH.

FAMILY CIRCLE, August 1951. P. 33. "Should My Child Take Dancing?" By Lucille M. Murray. Miss Murray feels that all children should be given dancing lessons, but these lessons should be suited to the child's ability and age. Never under any circumstances should dancing be given chiefly for adult amusement. Class lessons are to be preferred over individual lessons since a child enjoys group activity. Children should be allowed to create their own dance rhythms and patterns. The lessons should progress in a pattern suited to the child's ability and age level.—Reviewed by RUTH ANN WELCH.

McCALL'S, October 1951. P. 37. "Why Girls Hate Their Mothers." By Helen Eustis. The writer brings out the importance of a mother keeping her own temper and trying to understand the adolescent (Continued on page 192)

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Among the Magazines

(Continued from page 191)

daughter and her problems. She feels that a mother must understand the curious paradox a young girl faces at this critical period in her life. On one hand, the girl is still a little girl, while on the other hand she is a young lady. She is beginning to feel her independence. She must have time to develop her own personality and individuality. She can no longer cling to mother; she is now an individual.

If the mother can control her own temper and give her daughter a good pattern to follow she need have no worries about whether her daughter loves her or hates her. She will know.—Reviewed by RUTH ANN WELCH.

PARENTS' MAGAZINE, October 1951. P.

32. "How a Child Grows." By Arnold Gesell. Mr. Gesell, director of the Gesell Institute of Child Development, discusses the phenomena of growth in the human body and mind. He begins his discussion with the baby as an example and leads up to adulthood. He feels that the adolescent is more

aware of the growth forces in his body than are his elders. Mr. Gesell feels that all of us should cultivate a sense of growth throughout life, an attitude that has important implications for mental health. Life becomes less confused, more meaningful to a youth if it can be helped to understand the orderly process of growth.—Reviewed by RUTH ANN WELCH.

PARENTS' MAGAZINE, October 1951.

50. "Please Don't Push." By Doris Durgin. A first grade teacher says that "First grade is a magic place. The door is open to an active, happy group of six-year-olds. The only trouble is that there are grownups who seem to expect them to read, write, and become more grown up as soon as they step across the threshold of school."

This short article is an excellent one to share with parents starting their first child in first grade. It shows how all phases of the first-grade program helps children to get ready to read and helps them continue on when they start. It explains the activities of the schoolroom as comparable to the steps the baby takes as he learns to walk.—Reviewed by RUTH ANN WELCH.



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